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ABSTRACT

The purpose of this study was the examination of the Albuquerque Model Cities Library Materials and Cultural Centers and of their impact upon the community they serve. This was not a traditional cost/benefit study although it contains many of the aspects of such an analysis. The area served by the Centers is an area of relatively poor persons of primarily Spanish and/or Mexican descent with a few Blacks, American Indians and "Anglos." The study was conducted in the following manner. First, personal interview surveys were made of a sample of residents of the poor area (MNA) and of residents of a similar area without special library services, and of a middle-income area of Albuquerque. Results of these three sets of surveys were then compared to discover differences in attitudes of persons in the areas relating to their library services. Some nine months later, a similar survey was conducted again in the MNA to determine if differences had arisen over time. A much smaller survey was conducted on the library premises. Throughout the entire period of the study, the operations of the Library and Cultural Centers were examined and costs for various functions were allocated. Volume II contains the appendix. (Author/NH)

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Final Report

Project No. 1-0744
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EVALUATION OF THE IMPACT, COSTS AND BENEFITS OF THE ALBUQUERQUE MODEL CITIES LIBRARY MATERIALS AND CULTURAL CENTERS

Volume I

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The study was conducted in the following manner. First, personal interview surveys were made of a sample of residents of the poor area (MNA) and of residents of a similar area without special library services, and of a middle-income area of Albuquerque. Results of these three sets of surveys were then compared to discover differences in attitudes of persons in the areas relating to their library services. Some nine months later, a similar survey was conducted again in the MNA to determine if differences had arisen over time. A much smaller survey was conducted on the library premises. Throughout the entire period of the study, the operations of the Library and Cultural Centers were examined and costs for various functions were allocated.

Increased library use by residents of the MNA as a direct result of the establishment of the Model Cities Library System is clearly indicated by the data presented in the study. The most important finding relates to how residents of the MNA regard the library system and the change in their attitudes in two years. The youth of the area have changed from a pattern of slight use of an established area library to heavy use of the MCLS. Their use patterns now approximate those found in a "typical middle-income" neighborhood. Adults of the area have decided that these new services provided for them are important enough to fight for their continued maintenance. These attitudinal changes give clear evidence to the success of the Model Cities library program.

PREFACE

The work involved in completing this study has been enormous. The task was much larger than was envisioned when it was first discussed with the late Donald A. Riechmann, Director of the Albuquerque Public Library. However, in large part due to the dedication we all felt to Mr. Riechmann, to his ideas and to his memory, everyone involved simply worked more diligently in the attempt to make this study as worthwhile as possible. In a real sense, this work is dedicated to his memory.

The careful reader will note many omissions. A huge problem which was not addressed in any meaningful sense is how to quantify the benefits arising from library services. Our mission in this study was to determine whether or not new library services had changed attitudes of a selected group of citizens toward libraries in general. It was not necessary to attempt to quantify benefits to fulfill that mission. There are other important areas which could not be addressed due to limitations of time and resources.

We are indebted to many persons for their help. Most important among them are members of an Advisory Committee which we formed to assist us in preparation of this report. That committee was composed of Mr. Alan Clark, Director of the Albuquerque Public Library; Mr. Daniel F. Duran of the Richmond Public Library in Richmond, California; Mrs. Rose Mary E. Escobar, Assistant Library Demonstration Grant Director of the Latin Amercian Library in Oakland, California; Mr. Edward B. Miller, Coordinator of Neighborhood Library Services of the Houston Public Library; Mr. Keith Revelle, Director of the Latin American Library in Oakland, California; and Mrs. Brooke Sheldon, formerly Head of Library Development of the New Mexico State Library. They collectively and individually provided much to this project. Mr. Alan Clark, Director of APL, and Miss Valerie Brooker, Librarian at the Model Cities Library Materials and Cultural Centers, provided invaluable, necessary assistance. The entire staff at these centers cooperated in every possible way. Mrs. Catherine Bleecker undertook for us the difficult job of pulling this entire report together, for which we are indebted. Mr. Desmond A. White contributed much to the final editing. Mrs. Carolyn G. Durrett typed the final edition of the report in her usual efficient and cheerful manner.

Finally, a special word is needed for our project monitor, Mr. Lawrence Papier of the Office of Education. Larry was always willing and able to expend extra energy in our behalf whenever it was needed. We are most grateful to him for his help and his friendship.

Any errors are, of course, the responsibility of the authors.

LBZ
January 1973

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LIST OF ABBREVIATIONS

APL	Albuquerque Public Library
AT&SF	Atchison, Topeka and Santa Fe
LGB	Los Griegos Branch of the Albuquerque Public Library
MC	Model Cities
MCL	Model Cities Library
MCLS	Model Cities Library System
MNA	Model Neighborhood Area (MC Area is equivalent)
MNAL	Model Neighborhood Area Library
MNAL I	Main Model Cities library on 304 Lead, S.E. or the consolidated location on 1025 Broadway, S.E.
MNAL II	Branch library on 1607 Broadway, S.E. which was closed at the end of June 1972.
SMSA	Standard Metropolitan Statistical Area
SPB	San Pedro Branch of the Albuquerque Public Library

I. INTRODUCTION

The purpose of this study has been the examination of the Albuquerque Model Cities Library Materials and Cultural Center and of its impact upon the community it serves. This Albuquerque operation is one of several in the United States which have been established in recent years to serve special groups. The system developed in Albuquerque appears to have some unique aspects relative to the delivery of library services to minority groups in a low income area. Careful study of this operation to determine its cost and effectiveness was believed to be one way to assist in developing new concepts of delivery of library services to all persons of any income level.

The Model Neighborhood Area

In 1968 Albuquerque was named, among other American cities, to participate in the Model Cities Program. This program was predicated on the thought that, through the coordinated efforts of federal, state, and local governments (whose funds would be supplemented by private individuals and whose efforts would be augmented by local residents) improvements could be made in the physical, social, and economic conditions in blighted neighborhoods. The target area is generally known as the Model Neighborhood Area (MNA).

Albuquerque's Model Neighborhood Area, a 1,810 acre tract inhabited by some 12,300 persons, lies just east of the city's central business district. It has been said that the MNA is virtually an island in the middle of the city, differing from Albuquerque in socio-economic characteristics and lagging far behind in many factors related to the quality of the residents' lives. The boundaries of the MNA are physical ones which effectively seperate it from the rest of the city. On the west borders are the AT&SF railroad tracks and the Rio Grande River; on the east is Interstate 25, elevated on the eastern bluff of the Rio Grande Valley; the northern boundary is Interstate 40; to the south, a little-used railway spur marks the border.

Cultural disadvantage and economic deprivation are not new to the area, dating back to the depression which followed World War I. Median family income falls far short of that of the rest of the city; housing is generally sub-standard; unemployment is

very high at roughly 11 percent of the work force, and for those who are employed, income levels are substantially lower than in other parts of Albuquerque. Educational achievement is generally much lower among residents of the MNA than for the average Albuquerque resident. The MNA is inhabited by the city's two major minority groups--persons of Spanish heritage (76.3 percent), and a much smaller group of Blacks (12.5 percent).* There are very few American Indians in the area.

The Beginning of the Model Neighborhood Library System

The Model Cities Program specifically proposed to meet the human needs in an area of blight. The late Donald A. Riechmann, Director of the Albuquerque Public Library, thought that a part of these needs could be satisfied by library services. The Albuquerque Public Library, main branch, stands in the heart of the MNA; in the same general area are Albuquerque High School and at least six other public schools. The main library is available and accessible, yet seldom used by the minority residents of the MNA. The traditional main library was not appealing to many of these persons. It was thought that to reach them and to animate their interest, perhaps considerably more than availability and accessibility was going to be required.

Mr. Riechmann recognized this immediate need for library services to be acceptable to MNA residents; at the same time he realized that to achieve acceptability meant innovation, experimentation, and a lot of free-wheeling. Under his direction a new and different approach to the problems of presenting library services to Albuquerque minority groups in a low-income area began to evolve.

It has been said that the apparent success of Riechmann's approach suggests that the general structure and basic philosophy of the MNA libraries in Albuquerque may well be the shape of

*The percentage of Blacks in the MNA (12.5 percent in our survey) differs only slightly from data provided in the 1970 U.S. Census (10.8 percent). The Census figures for Spanish-heritage are not absolutely comparable with our data as the Census definition is slightly different. In 1970 the Census indicated that roughly 78 percent of the population was of Spanish-heritage (76.3 percent in our survey).

things to come for certain libraries and library services. There is a great need to examine current experimental activities from the standpoint of services rendered and philosophy of service. What is considered to be an innovative library system often tends to be nontraditional in its methods of service, but actually fulfills what has long been the traditional goal and philosophy of traditional library service.

Basic MNA Library Policies

The Store-Front Concept

Two adjoining store-front buildings (with large plate-glass windows and about 2,000 square feet in area) were rented on a main thoroughfare in the MNA, some five blocks from the main public library. Three professional librarians were hired; none had much professional library experience. One of the three spoke Spanish fluently and was of Spanish heritage; one had worked in a Black poverty area; the third was dedicated to serving the disadvantaged. (One of these positions was eliminated the second year.) The professionals hired the staff: seven Spanish-speaking high school graduates, six of whom resided in the MNA. Four were hired as library trainees, one as a secretary, and two were clerk-typists. Primary emphasis was on unquestioned individual interest in serving MNA residents, and balance was sought in ability to work with varying age groups and in knowledge of various subneighborhoods of the MNA.

The first library opened (according to one trainee) "as soon as there was a folding table, a box of books, a pencil and a pad." Furnishings and equipment purchased reflected the ideas of the staff as to what was appropriate to the neighborhood rather than as to what goes into traditional libraries. Books and nonprint materials were chosen strictly with the MNA patrons in mind. Paperbacks and records were emphasized immediately. Films have been popular from the beginning. "Cultural activities" (requested by the Model Cities Citizens' Board, which must initially approve all programs) later became an important part of the project.

Nontraditional Patterns

Perhaps those cultural components and the general atmosphere at the libraries are the most unusual factors. Adults come

in to browse, to talk with staff and to check out films for their agencies. Children sit on the floor playing games and learning skills. The second Library, which opened less than a year after the first, opened specifically as a Children's Branch Library. In addition to children's books and films, at one time an attraction was a bicycle repair shop where the kids could find spokes, chains, etc., to repair their bikes or to possibly even assemble a "new" bicycle from the boxes of materials that were set out for them.

No fines were assessed for overdue books or other materials. Anyone may take out materials by simply filling out a registration card with name, address and phone number. The staff views loss from nonreturns and damage as less important than service rendered. They feel that the pressure from a rigid system might well "turn off" considerable sectors of the target nonuser group.

Part of what goes into creating an innovative library service lies with the arrangement of information and cultural resources available to the community and the absence of preconceived notions of what makes a library in regard to the roles of both the librarian and the patron. The Model Cities Library System is organized to respond to client needs. It is not organized as a retrieval system for specific books. Rather, it provides a process whereby clients can select what they desire within a framework of material relating to a broad topic. Materials are arranged according to subject matter with separate sections for Spanish materials. Staff members are, first and foremost, service-oriented. The organization of the centers, including the physical arrangements for work areas, film showing and so forth, reflects this service orientation.

Cooperating MNA Agencies

Intense cooperation with related agencies in the Model Cities program has helped spread the word about the centers. News releases are relatively ineffective. Persons in the area have learned about the libraries by actually seeing them and by word-of-mouth publicity. For that reason, the staff has concentrated on rapport with and service to agencies like Opportunity Centers, the Job Corps, Halfway House, community centers, public schools, day-care centers, the Child Development Centers, the Home Improvement Project, the YWCA and YMCA, nurseries, homes for the elderly and programs for the aging, La Llave (a

drug information and rehabilitation agency), the School-on-Wheels (a pioneer effort to reach high school drop-outs), etc. Book deposits are taken to various organizations, films are supplied, help is given in specific projects. Entire classes from MNA public schools have been brought to the library centers for a variety of activities. Even Albuquerque High School teachers and students come for help of various kinds.

Staff Training

The paraprofessional staff has been given some formal training, but most of the learning has come through informal training. Several city and University of New Mexico programs are taken advantage of, as well as services offered by the State Library. The six paraprofessionals have learned basic library techniques; two attended the American Library Association meeting in Dallas; five are of Spanish-heritage and one is Black. All six have a genuine part in decision making.

Cultural Aspects*

For the first year, the library and the cultural center operated independently. However, in the second year of the Model Cities Library System, the two groups merged. As both the library and cultural center were trying to work closely with the schools and various community groups within the MNA, it was felt that the two efforts might reinforce each other; merger would give the cultural center a base (the library) and, in turn, cultural activities would bring people to the library.

Consolidation of MNAL I and II in a larger and more convenient building has meant that classes in instruction of all kinds can be held within the library. Arts and crafts instruction includes macrame, papier-mache, weaving, needlework, etc. Film making is a popular project and classes are held twice weekly at the library. Other instruction has included English tutoring, Spanish conversation, painting, a summer project of mural painting, and drawing.

*Material in this section is based on a paper written by Rosemarie Simms, Activities Director of the MCLS.

Some of the activities of the MCLS in the area of cultural activities take place outside the library. At the Model Cities Field Office, a Mexican dance class is sponsored by MCLS. The class is flourishing with 70 regular students and a professional dance instructor. The MCLS purchases tickets and provides transportation to enable MNA residents to attend various cultural events, e.g., the Zambia dancers, the Mexican Rodeo, Teatro Campesino, as well as many plays and concerts.

The Model Cities Library System has attempted to help local residents cope with the social problems of that area. A program has been started in cooperation with the local Drug Abuse Center. Speakers from La Llave (a drug education and treatment program) come to the library and speak with the children to discourage the use of drugs.

It would appear that sponsorship by the MCLS and original organizational work by staff members has encouraged a variety of cultural efforts within the MNA. In many instances the impetus (in the way of hired professionals or donated materials) provided by the MCLS was sufficient to send community groups on their independent way or into meaningful association with others. A community choir with a paid instructor which originally operated out of the Model Cities Field Office went on to associate with the Black Studies Choir at The University of New Mexico. Similarly, the drama group, which was organized and supported by the cultural center, is now operating independently in the MNA. In 1970, when cultural activities first started under the MCLS, a highly specialized wood-working shop was equipped by the cultural center, and staffed by the City Parks and Recreation Administration working with the Model Cities staff. This shop was in East San Jose (a subdivision of the MNA) and was so successful in its operations that after two years the City took over entirely.

The library continues to assist community groups and schools in their on-going cultural events and attempts to provide programs that can be carried out in the library; programs that children request and enjoy. The MCLS mixes "culturally" oriented projects with others because its patrons requested it. However, as funds for the cultural project have been cut back, this aspect of MCLS and its ability to provide material support to community groups has declined.

Films

Films are particularly important and popular at the libraries. Films and projectors can be borrowed, and frequently are, for group showings. A recent film catalog from the MNAL listed over 115 adult films, categorized by such subjects as alcohol, Black history and culture, Spanish-heritage history and culture, drugs, history, Indian history and culture, occupation and health, recreation and education. Children, of course, delight in animated cartoons, and the catalog lists 70 different films for children. The sound tracks of both adult and children's films vary: some are in English and some are in Spanish. (See Volume II for a list of films.)

An informal bookmobile or "Bookvan" was purchased and has been used at elementary schools in the MNA. It has also shown films in the neighborhood parks.

Consolidation

The two Model Neighborhood Libraries (MNAL I and MNAL II) were consolidated last summer (July 1972). The new library, located at a point roughly midway between the old libraries, provides room for the collections of both MNAL I and II and there is ample space for further expansion.

Goals of the Program

New methods of providing regular library services as well as innovative and nontraditional new services were envisioned from the inception of the program. This can readily be determined by a brief review of the stated goals of the Model Neighborhood Area Library Materials and Cultural Centers, as described by Mr. Riechmann in his first proposal to the Albuquerque Model Cities Agency (December 5, 1969):

1. To explore a number of ways in which libraries can serve the culturally disadvantaged and economically deprived in the Albuquerque community; to discover those programs and materials that can best relate to MNA resident needs;

2. To create types of service acceptable and appealing to MNA residents. These services must have value in terms of both practical needs and recreational needs;

3. To "teach" the library what the community needs as well as to explore new approaches and techniques of delivering library services, including the training of neighborhood residents to perform these services;

4. To better demonstrate to MNA residents the potential of the Albuquerque Public Library to relate to their expressed needs; and

5. To identify and make available new materials and services which should have an impact on city-wide service. Improvements, modifications, and reevaluations of existing library service should be a direct and long-term result. Insofar as possible, the program will attempt from the beginning to add to the permanent resources of the city.

The remainder of this report will indicate that most of these goals have been achieved. That accomplishment is the work of many persons. Obviously, the entire staff that has operated this Model Cities Library System has been of paramount importance. Without their dedication and inventiveness, little would have been accomplished. Most importantly, without the insight of Don Riechmann, it might never have been started. So, to him, the citizens of Albuquerque and its Model Neighborhood Area owe a great debt.

The Impact Study

Why was the study described in this report done? Again, reference must be made to Don Riechmann. Several months after the MNAL System had been in operation, he became convinced that some good things were coming from the program. However, he saw the need for a serious study to determine whether or not the System was actually reaching the intended audience and to determine the extent of its impact. He hoped that a study could be made by an agency independent of his own library system and of any other system. Riechmann approached The University of New

Mexico through some persons with whom he had worked on other projects to determine their interest in undertaking such a study. After a number of weeks of discussion and proposal writing, the present study began.

The initial proposal envisioned an eighteen-month study in five phases. Since funding at that level of effort was not available, necessary modifications were made. The goal of the study was to determine, using the best available methods, the effectiveness of the MNAL System with relation to both costs and benefits. Anyone acquainted with some of the concepts of cost-benefit analysis will realize this idea was ambitious (in actual practice, throughout the conduct of the study, time and budgeting constraints have required some modification of the goal).

To obtain information which relates to benefits it would be necessary to talk to large numbers of users and nonusers of MNAL services. To establish some basis for comparison, the same kind of information would be required from some other areas of the city. To determine whether or not time was a factor in use or nonuse, it was necessary that persons in the MNA be interviewed over a spaced interval. Finally, the importance of costs and their relation to benefits from the innovative MNAL System would need to be examined carefully.

The MNAL System and the study of that system have been addressed to one paramount concern: Is there an effective means of providing library services to economically deprived minority groups, primarily of Spanish-heritage, which will ultimately assist those groups in a beneficial way? If such a system has been devised, can it be duplicated, and, if so, at what cost? The remainder of this report addresses these points. Implications can also be drawn for changes that might take place in general library systems.

II. THE SURVEY STRATEGY: METHODS AND PROCEDURES

The 1970 U. S. Census of Population and Housing indicated that the City of Albuquerque had a population of 243, 751 (within city limits); Bernalillo County, the Albuquerque Standard Metropolitan Statistical Area (SMSA), contained 315, 774 persons. The estimated population of the Model Cities Neighborhood Area is 12, 292.* Although MNA is unlike the awesomely depressing ghetto areas in large eastern cities, the area is certainly the oldest and least attractive section of Albuquerque.

When comparison is made between the MNA and the greater Albuquerque SMSA with regard to ethnic derivation and heritage, it is found that the MNA has a significantly larger concentration of persons of Spanish heritage and a larger proportion of Blacks than the rest of the city.

	MNA	SMSA
Spanish derivation, surname, etc.	78%	39%
Black	11	2
Other: White, Oriental, Indian, etc.	11	59

Family income in the MNA is much below the average in the Albuquerque area. Thirty-two percent of the family units living in the MNA in 1969 had less than $3, 000 in annual income. Only 11 percent of families residing in the SMSA were in this category. For the entire SMSA, in 1969, family income averaged $10, 370.

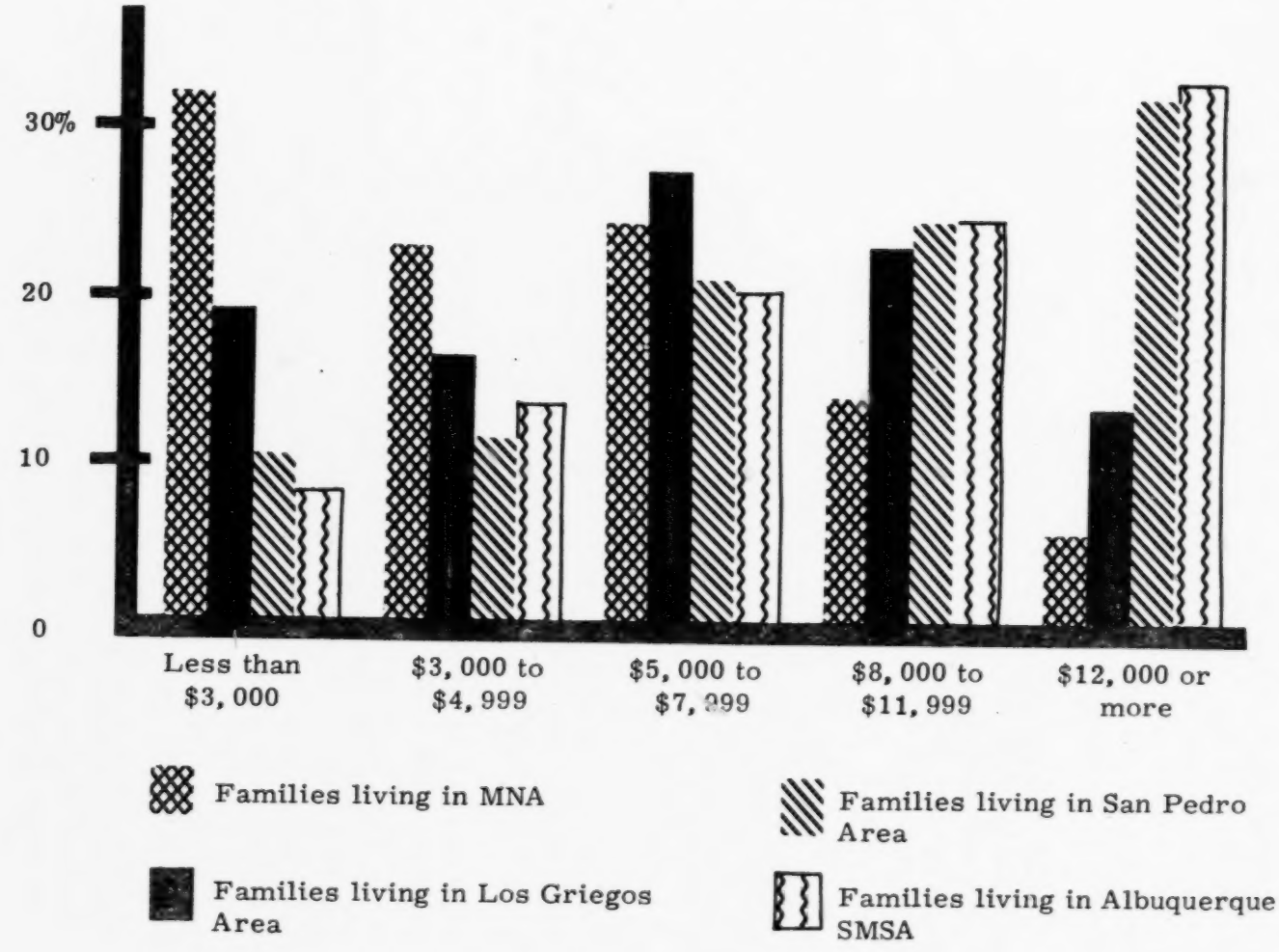
The chart on page 12 clearly indicates the income posture of families in the MNA as compared with figures for SMSA.

Educational achievement in the MNA area contrasts strikingly with SMSA data. By and large, persons living in the MNA have had considerably less education than the average Albuquerque resident living elsewhere in the city.

Enough data has been presented to indicate that persons living in the MNA are underprivileged in many respects. They are,

*The boundaries of the MNA are not coterminous with the 1970 Census tracts, so this population total is an estimate from Census data. For details of method used, see Volume II.

PERCENTAGE DISTRIBUTION OF FAMILIES BY LEVEL OF INCOME:
ANNUAL INCOME PER FAMILY UNIT



however, not unlike those living in many other areas of the Southwest and the United States.

Personal interview surveys were designed to explore the effectiveness of the Model Neighborhood Area Library (MNAL I), the Children's Branch (MNAL II), and the Bookvan. What was the impact of this new approach on the economically and culturally deprived minority group recipient? What does he consider important in terms of meaningful "library service"? How could the MNAL System be improved? These were just some of the questions, it was hoped, the surveys would answer.

But interviewing the residents of the MNA would not be sufficient. Two controls were needed: (1) a survey of another Albuquerque area as socially and economically like the MNA as possible and served by a "typical" branch of the APL, (2) a survey of a non-Spanish, middle-income area also served by a branch of the Albuquerque Public Library. The two controls could provide yardsticks of library use by a low-income minority population and by a middle-income population.

The Los Griegos Control Area

The Los Griegos section of Albuquerque is populated by a significant proportion of persons of Spanish-heritage with a moderately low level of income. As is true of the MNA, Los Griegos is a relatively old area of the city. The area is not as heavily Spanish as is the MNA, but the neighborhood has a sufficient minority population to use for comparison.

The San Pedro Control Area

San Pedro is a typical middle-income neighborhood of Albuquerque. Income levels are relatively high as are educational levels. Like Los Griegos, San Pedro is served by a branch of the Albuquerque Public Library.

Population figures for the 1970 Census, approximating census boundaries to those originally drawn for purposes of the survey, are the following:

Survey Area	Population	Males	%	Females	%
MNA	12,292	5,809	47	6,483	53
Los Griegos	4,525	2,179	48	2,347	52
San Pedro	5,352	2,519	47	2,833	53

Survey Area	Spanish-Heritage	Black	Other
MNA	78.3%	11.1%	10.6%
Los Griegos	65.8	0.8	33.4
San Pedro	22.6	1.2	76.2

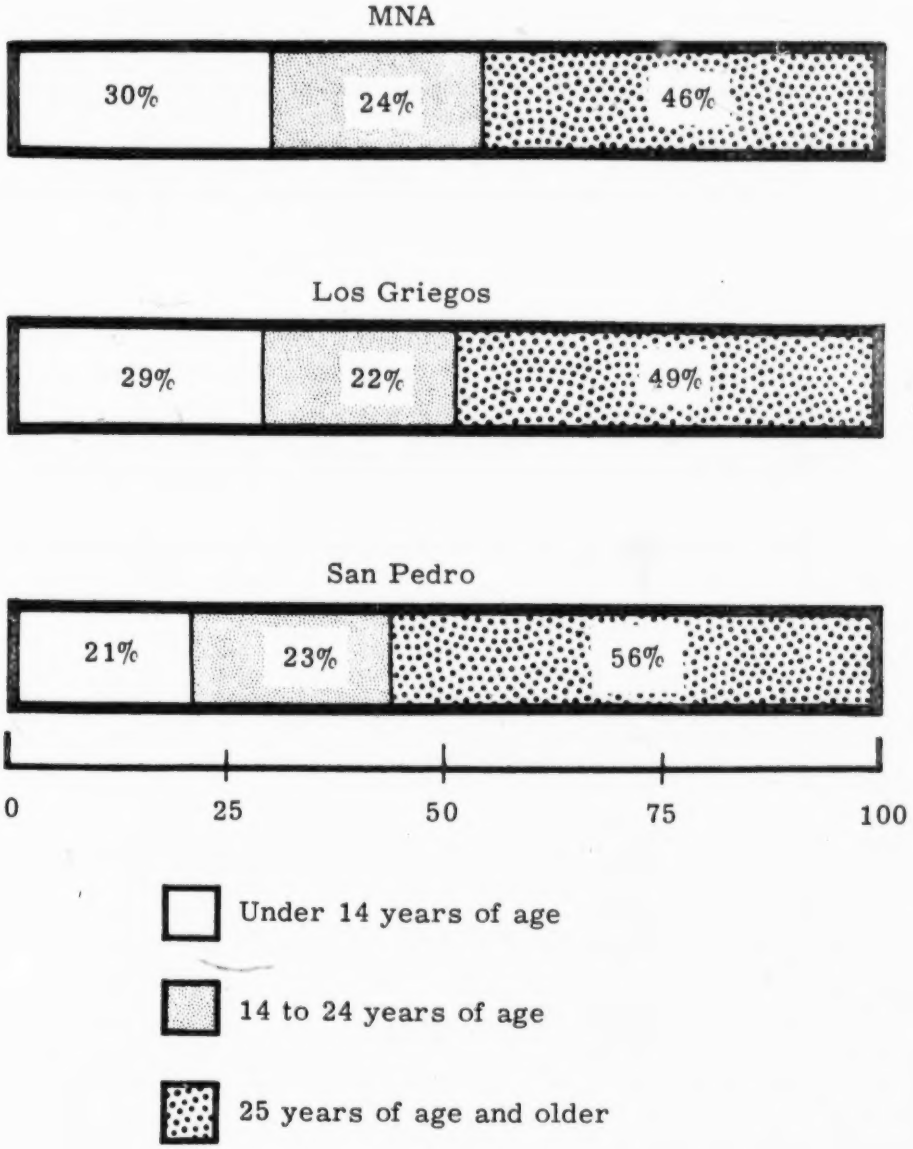
Income data indicate that the Los Griegos area is somewhat like the MNA and that the San Pedro area is much more affluent than either of the other areas.

The charts which accompany this section indicate the demographic differences among the areas.

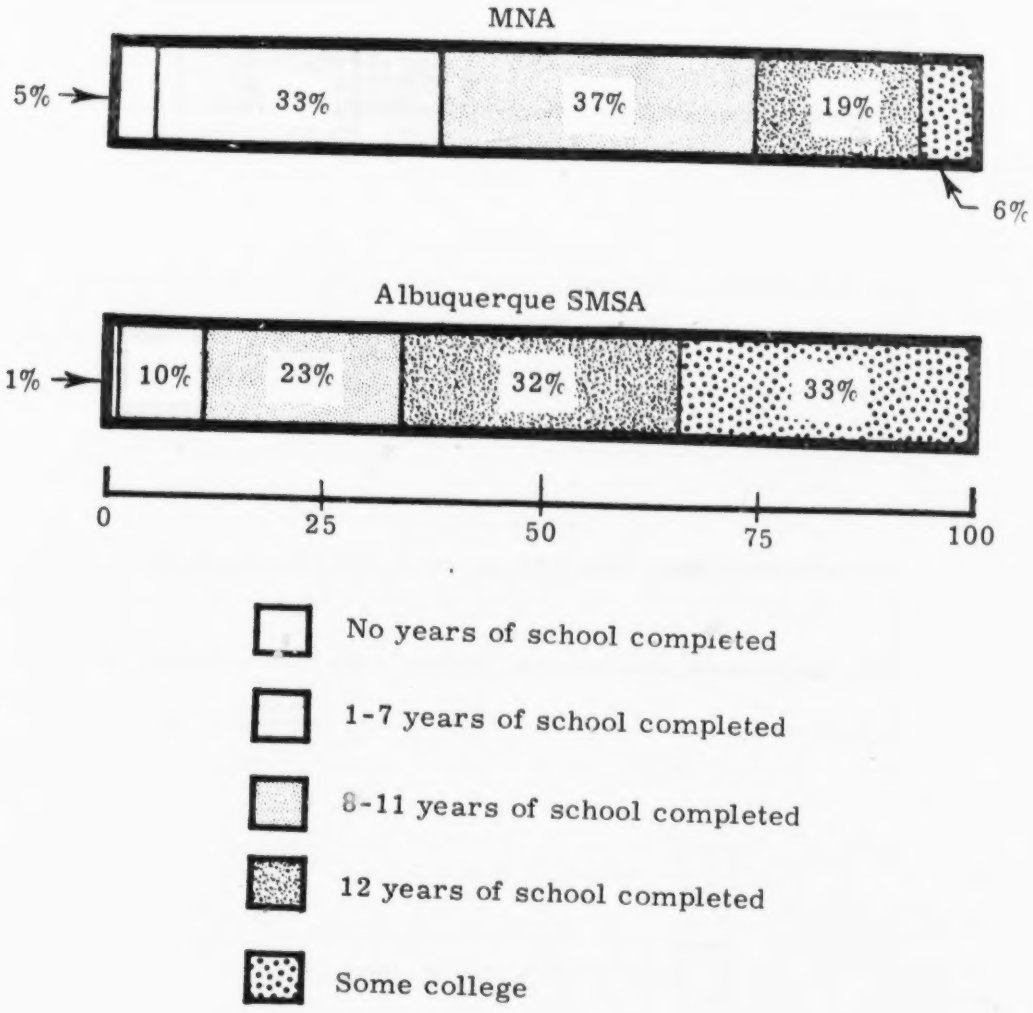
The Interviewers

The interviewers chosen for this project were, for the most part, of Spanish heritage. Most were bilingual. All interviewers were given three three-hour training sessions which included information on the Model Cities program and instruction on the theory and techniques of interviewing. Special attention was given to the characteristics of the MNA population and to the problems which the interviewers might encounter in the course of their work. Throughout the sessions the difficult dual role of the interviewers was emphasized: winning the respondent's cooperation by creating a friendly and permissive atmosphere while maintaining a sufficiently objective or scientific attitude to avoid biasing questions or answers (e.g., by rewording or by making the respondent feel certain answers were more acceptable than others), thereby producing faulty data upon which analyses would later be based. In a few instances, because of language difficulties, interviewers failed to complete the interview. Such cases, in the words of a staff member who supervised the interviewers, were handled by "shuffling": if interviewer number one failed to get the client's cooperation, interviewer number two was sent out, etc.

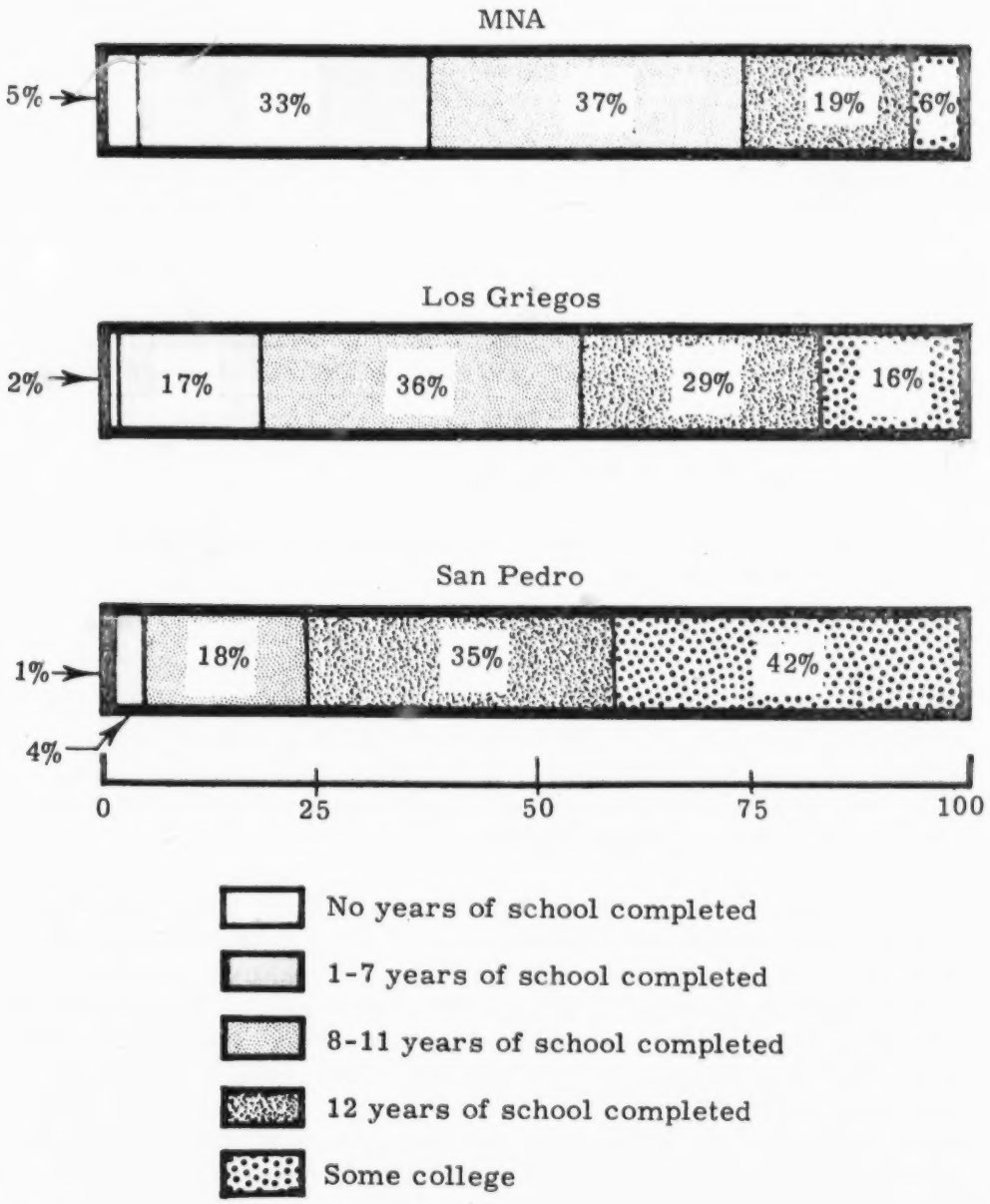
PERCENTAGE DISTRIBUTION OF
TOTAL POPULATION BY AGE



PERCENTAGE DISTRIBUTION OF
ADULT POPULATION BY
EDUCATIONAL ACHIEVEMENT



PERCENTAGE DISTRIBUTION OF
ADULT POPULATION BY
EDUCATIONAL ACHIEVEMENT



The subject matter (the Model Cities Library System) was in no small way responsible for the successful completion of many interviews. Many residents take great pride in their library. Accordingly, they liked to talk about it.

Strategy of the Study

The study has employed five major approaches to arrive at its conclusions:

1. An extensive questionnaire survey (July 1971) of randomly selected homes in three areas near libraries;

2. A follow-up survey (July 1972) in the Model Cities area;

3. An in-library questionnaire survey (August 1972) of users' attitudes in both the MNAL and in the Los Griegos Library;

4. A cost study of the MNAL; and

5. Extensive observation, discussion and cooperation with the MNAL staff.

Community Surveys (July 1971)

The purpose of these surveys was to obtain some hard data on library usage in the various areas. Miscellaneous sociological information was kept to a minimum because it was felt that data was needed which would have some possibility of being relevant for future policy-making.

The areas were initially chosen to establish some bases for comparison. As the study progressed, it became evident that with so many sociological variables (e.g., culture, income, transportation, distance, and the divergent goals and services of the libraries in question) many such comparisons would be tenuous. For this reason, creation of any broad relative indexes was rejected. The costs of some clerical functions might have been compared for efficiency, or perhaps some examination of the differences in users could have been compared. However, the overall programs could not be validly compared. For instance, on a cost basis, both the populations served and the goals of the libraries were very different between the libraries.

Nevertheless, some tentative broad comparisons have been made.

Credibility of the interviewers who were to go into the homes of the MNA was critical to the success of the survey effort. The MNA has been saturated with surveys of one type or another over the past few years and this constant questioning had created some antagonism among residents toward interviewers in general. In order to minimize resistance to the survey, interviewers with whom the Model Cities residents could most closely identify were employed. One of the primary qualifications for the interviewers was that they be fluent in local Spanish. Experience proved that this careful selection process paid dividends in high completion rates for interviews. This same group of interviewers was used in the Los Griegos area to facilitate communication with a similar population. Interviewers working in the San Pedro area were not required to speak Spanish, although many did.

All interviewers were carefully trained before going into the field. Assiduous controls were effected to assure uniform administration of the questionnaire.

During this first phase of surveying, the total numbers of completed questionnaires was

MNA	430
Los Griegos	317
San Pedro	325

Second Round Model Neighborhood Area Survey (July 1972)

The main purpose of this survey was to see if significant additional changes had occurred during the second year of MNAL operation. Also, it was possible to clarify some of the points raised in the first survey. A total of 418 surveys were completed during this phase, all in the MNA. This represented a high 84 percent completion rate.

In-Library Surveys (August 1972)

In order to make an initial attempt to push the study beyond direct measures of activity and beyond the underlying operational goals of the library, a survey of users in MNAL I and the Los Griegos Library was made. The attempt of this was to focus upon the effects of MNA library usage. Could some psychological indicators of benefits or change attributable to the MNAL System

be developed? Had the program changed motivations or attitudes? The measures were recognized as preliminary probes into the very complex psycho-sociological problems inherent in this avenue. Given that it was exploring new ground, the results were surprisingly fruitful and are presented in a separate section.

Cost Study

A study of costs was planned with an eye toward the possibilities of program budgeting. However, the formulation of misleadingly simplistic activities-indexes of benefits was rejected. The benefits are not strictly quantifiable. Until there is a more thorough understanding of the "why" of libraries relating to their results, creating indexes (e.g., cost per check-out, information requests filled, etc.) and using them to compare benefits between libraries is most dubious. Roger Jones aptly says, "The fancy is that it [cost and benefit forecasting] is somehow capable of being applied everytime a major program is identified."* These considerations necessitated a much more fluid approach than normally used in program budgeting. Thus, the original goals in this area were readjusted to the reality of the program and the limitations of economic theory when applied to a library system. The fate of this library system ultimately has to be judged by its own success criteria and goals.

Observation, Discussion and Cooperation with MNAL Staff

Members of the study staff visited the library often and had many informal discussions with the staff. The second field survey and the in-library survey were discussed with them prior to implementation. Many staff meetings were attended and to a limited extent, participated in, by the study staff. Some of the field interviewers were brought in to share their observations with the staff and the survey results were presented and interpreted for possible policy import. This dialog and closeness has helped us gain insight into both the limitations and additional potentialities of the library.

*Roger H. Jones, "Program Budgeting: Fiscal Facts and Federal Fancy," Quarterly Review of Economics and Business, Summer 1969, 9 (2), p. 53.

III. RESULTS OF THE SURVEYS

Increased Library Use Patterns in the MNA

The Model Cities Library System made substantial steps toward increasing non-school library use among children of the MNA during its first year. From the first survey (July 1971) it was learned that patrons of the main branch of the Albuquerque Public Library continued to use that service and some also used the new Model Cities Library. The first year of the MNA Library brought many newcomers (mostly children) who had never used a library before.

In the 1971 survey, each person interviewed was asked if he had been using the main branch of the Albuquerque Public Library one year earlier (before the opening of MNAL I). Only 2.2 percent of the respondents indicated that they had done so and were not presently using APL. Therefore, during the first year of operation it appears that there was no substitution of MNAL services for APL services.

LIBRARY[1] USAGE BY AGE GROUPS
(Estimated Percentages)

July 1971 Survey

	Model Neighborhood Area						
Age	Any In-Area Library	MNAL II	MNAL I	Bookvan	APL	LGB	SPB
Under 6	22.2	8.5	14.3	2.6	7.7	3.4	11.1
6-13	66.3	21.9	35.5	19.1	38.6	29.0	52.4
14-18	64.9	10.1	30.8	8.9	50.6	38.3	66.2
Over 18	27.2	2.6	9.3	0.7	22.3	14.9	21.2
All Ages	39.4	8.0	17.8	5.6	27.9	18.3	27.3

[1]Bookvan is part of the operation of the Model Cities Library System. LGB is the Los Griegos Branch and SPB is the San Pedro Branch of the Albuquerque Public Library (APL) system.

LIBRARY USAGE BY AGE GROUPS Con't
(Estimated Percentages)

July 1972 Survey[2]

Age	Model Neighborhood Area				
	Any In-Area Library	MNAL II	MNAL I	Bookvan	APL
4-5	25.9	8.6	13.8	3.5	12.1
6-13	73.8	21.8	48.4	16.0	23.6
14-18	62.2	8.8	39.2	6.1	39.9
Over 18	21.9	2.0	9.8	1.1	15.7
19-25	36.8	2.1	13.0	2.6	30.0
26-49	23.4	2.9	12.0	0.9	15.7
50 or more	7.8	0.8	4.1	0.4	4.5
All Ages	38.0	7.4	21.8	5.0	20.1

[2]On July 1, 1972, MNAL I and MNAL II had just consolidated and moved to 1025 South Broadway. As all questions in the July 1972 survey were worded, "Over the last 12 months, how many visits have you made to x library?" the move had a negligible affect on the survey results. A visit at the new location was counted as a visit to MNAL I.

After the first year of operation of the Model Cities Library System, it appeared that no additional nonusers were reached. There was no discernible increase in overall library use. However, the second survey (July 1972) indicated a definite change in library patronage: a shift of young people away from the APL and toward MNAL I. Large numbers of children from the Model Neighborhood Area in the lower age groups (6-13 and 14-18) apparently found the library services offered by MNAL I more appealing than those offered at the APL and they switched libraries.

The following table presents data relating to MNA residents who do not use APL. As indicated in the table, significant portions of this population do use the Model Cities Library System. These data take on increased importance when consideration is given to the point that in 1971 most of these same youths had not been using any non-school library before the opening of the Model Cities libraries.

MNA NONUSERS OF APL WHO USE
MODEL CITIES LIBRARY SYSTEM
By Age Group
(Estimated Percentages)

Age	July 1971	July 1972
4-5	15.7*	15.7
6-13	45.1	65.6
14-18	28.9	37.5
Over 18	6.3	16.0
19-25	--	9.6
26-49	--	9.1
50 or more	--	3.4
All Ages	16.0	20.1

*In the 1971 survey, this category was defined as less than 6 years of age.

Between the two periods there has been an increase in the percentage of nonusers of the APL using the MCL System. However, the addition was due to substitution and not to increased numbers of nonusers of any library.

Comparisons of Library Use in the Three Survey Areas

As explained in earlier sections of this report, one of the activities of this study was to examine use patterns in three different geographic areas of the City of Albuquerque: the Model Neighborhood Area; an area much like the MNA served by the Los Griegos Branch of the Albuquerque Public Library; and a "typical middle-class neighborhood" served by the San Pedro Branch of the APL.

The purposes of this examination were twofold: first, to ascertain whether library use patterns were in fact different in the three areas; and second, to determine whether the establishment of the Model Cities Library System had affected use patterns in the MNA. Before the Model Cities Library System was established, MNA was served by the main branch of the Albuquerque Public Library.

This study began some months after the start of the Model Cities Library System. Therefore, it was necessary to statistically reconstruct the situation as it was in 1970 in the MNA.

The following table presents the results of these examinations. For persons under 19 years of age, library use patterns for MNA residents and those in the Los Griegos area were virtually identical in 1970. After the Model Cities Library System had been serving the area for two and one-half years, the use patterns within the Model Neighborhood Area became very similar to those in the middle-class San Pedro area.

AGE GROUPS BY AREA WHO USE ANY LIBRARY SERVICE LOCATED ANYWHERE[1]
(percentage)

Age Groups	MNA[2] 1970	MNA 1972	Los Griegos 1971	San Pedro 1971
4-5[3]	7.7	25.9	5.1	18.5
6-13	38.6	73.8	41.0	66.6
14-18	54.6	62.2	53.2	83.8
19 or more	23.9	21.9	23.0	39.7
6-18	45.0	70.9	44.6	73.4
19-25	--	36.8	--	--
26-49	--	23.4	--	--
50 or more	--	7.8	--	--
All Ages	29.4	38.0	27.1	44.2

[1]Does not consider school libraries.
[2]Estimated.
[3]In the 1971 survey, this category was defined as less than 6 years of age.

Approximately 45 percent of those persons 6 through 18 years of age in the MNA used non-school libraries before the opening of the MCL System. Two and one-half years later, 71 percent of the same group were using library facilities. Apparently, one of the major goals of the Model Cities Library System was accomplished.

User Preferences, 1972 Field Survey

The 1972 survey attempted to make an unbiased comparison between attitudes toward APL and the MCLS by criteria such as variety of materials, friendliness of staff, possibilities of meeting friends, etc. The survey was carefully designed and monitored to provide reasonable estimates of the attitudes of library users in the total population. The shifts in attitudes between people who only visited APL and those who had visited both MCL and APL within the previous 12 months period were significant enough so as to suggest extension of the MCL concept to the entire population.

IN-LIBRARY SURVEY

Opinions About Library's Impact on Reading Patterns*

	MNA	Los Griegos
Has having this library made any difference in how much you enjoy reading?		
Made it less enjoyable	1	3
Not really any difference	21	19
Enjoy reading more	45	65
Has having this library made any difference in how much you read?		
Read less	1	3
Read about the same amount	21	14
Read more	45	69
Has having this library increased the number of types of material or subjects you read?		
Yes	45	65
No	20	21

*Data is not presented by age group because there are no distinctive patterns by age. Numbers represent persons responding to some category.

The general impressions are that among those who had visited both libraries, children are more intensely in favor of the Model Cities Library System than are adults. The major exception relates to which library is better for reference work or for seeking some specific information. Here adults tend to favor APL although there is no clear pattern for children. Among people of Spanish heritage, the MCLS was overwhelmingly preferred along the scale of "staff speaks Spanish." It is also interesting to note that among both children and adults who had only visited APL, they projected that the MCLS staff would be friendlier.

MCL System Use Patterns, 1972 Survey

Results of the July 1972 survey of the Model Cities Neighborhood Area show that the MNA library appeals strongly to the youth of that area. The following table indicates that 68 percent of the children 6 to 13 years of age utilize some aspect of the system as do 47 percent of those between the ages of 14 and 18. Examination

LIBRARY USE PATTERNS IN THE MNA
1972 Survey
(By Estimated Percent of Age Group)

Age Groups	Bookvan	MCLS	APL	Other Libraries*	APL, MCL, and Other Systems
4-5	3.5	19.0	12.1	0.0	25.9
6-13	16.0	68.4	23.6	0.0	73.8
14-18	6.1	47.3	39.9	6.1	65.5
19-25	2.6	16.1	30.1	17.6	41.4
26-49	0.9	13.7	15.7	3.1	23.9
50 and over	0.4	4.1	4.5	0.4	7.8
All Adults	1.1	11.3	15.8	5.8	23.2
All Ages	5.0	28.2	20.1	4.3	39.3

*Includes libraries outside the MNA, church libraries, vocational school or university libraries. Does not include public school libraries.

of the table will show that although adult use is important, such

use is relatively less impressive.

The MCLS and the main branch of the Albuquerque Public Library apparently complement each other in reaching nonusers of libraries. This relationship is seen in careful examination of the last column of the table. Percentages of users in all categories increase when both libraries are considered. Albuquerque Public Library is used more extensively by young adults than is the MCL System. Such use may reflect differences in collections and resources.

The bookvan has been reaching few library users except those in the 6 to 13 age group. This is to be expected as the principal stops of the bookvan are at schools during recess. The schedule has not always been regular; consequently, there has been no valid attempt to test its usefulness in reaching other age groups.

A conclusion that can be drawn from the data in the table is that library service from any source is used very little by MNA residents who are over 50 (only about 8 percent use any service). This may be an area for potential service to be examined by those in charge of providing library service to Albuquerque residents.

The table on the following page presents data relating library use to educational level. As would be expected, higher levels of education are usually accompanied by more extensive use of the library system. Those below the high school graduate level appear to show no clear preference for either the MNAL or APL. Those at higher educational levels do appear to favor the APL.

The estimated patronage-distribution table presents additional data relating to the age distribution of library patrons in the MNA.

Adult (19 years of age or over) library use for the three areas is presented in a table on page 29. These data indicate that educational attainment and library use are strongly correlated in the three areas surveyed. Indications are that adult library use patterns once standarized for educational level are similar in all three areas. The sole exception is lower usage for Los Griegos adults with at least 12 years of education.

Geographic Influences on Survey Results

The objective in surveying Los Griegos and San Pedro neighborhoods was to try to establish a set of "norms" or "benchmarks"

ADULT LIBRARY USE BY EDUCATIONAL LEVEL
1972 Survey
(Estimated Percentages)

	MCLS	APL	Other	Any Library Service*	Number of Persons in Sample
0-7 years of education:					
19-25	0.0	0.0	0.0	0.0	3
26-49	5.7	3.8	1.9	7.6	53
50 and over	2.0	2.0	0.0	4.0	101
All Adults	3.2	2.5	0.6	5.1	157
8-11 years of education:					
19-25	8.9	20.0	0.0	28.9	45
26-49	11.0	10.3	0.7	17.2	145
50 and over	2.5	3.7	0.0	6.2	81
All Adults	8.1	10.0	0.4	15.9	271
High school graduate:					
19-25	18.4	26.5	10.2	33.7	98
26-49	17.8	19.6	2.8	31.8	107
50 and over	8.3	12.5	0.0	16.7	24
All Adults	17.0	21.8	5.7	31.0	229
Some college:					
19-25	17.8	51.1	53.3	77.8	45
26-49	21.4	40.5	14.3	50.0	42
50 and over	36.4	27.3	9.1	54.6	11
All Adults	21.4	43.9	31.6	63.3	98

*Includes school libraries although they are not listed.

ESTIMATED PATRONAGE DISTRIBUTION*
1972 Survey
(Percentage of All Patrons of Indicated Library)

Age Groups	Bookvan	MNAL I	MNAL II	MCLS	APL	Other Libraries
4-5	3.1	2.9	5.3	3.1	2.8	0.0
6-13	68.7	48.2	63.8	52.5	25.5	0.0
14-18	14.1	21.0	13.8	19.5	23.1	16.4
19-25	7.8	9.1	4.3	8.7	22.7	61.8
26-49	4.7	15.2	10.7	13.4	21.6	20.0
50 and over	1.6	3.6	2.1	2.8	4.3	1.8
Total	100.0	100.0	100.0	100.0	100.0	100.0

*Does not include out-of-area visitors nor does this table reflect the frequency of visiting.

ADULTS WHO USE ANY LIBRARY* SERVICE
IN OR OUT OF THEIR AREA
By Highest Educational Level Attained
(Estimated Percentage)

Educational Level	San Pedro 1971	Los Griegos 1971	MCLS** 1971	MCLS** 1972
0-7 years	na	6.8	11.2	5.2
8-11 years	10.9	15.1	18.3	15.1
12 years	--	--	--	30.6
Some college	--	--	--	63.3
12 or more years	45.2	34.2	50.3	40.4

*Does not include school library use.
**Since the 1971 survey had not asked about "other" library use, the very small percentage of people using only an "other" library in 1972 were added to the 1971 results to make them comparable.
na-Sample drawing was too small to reliably present.

against which we could develop some perspective in viewing the performance of the MNA library program. Inter-area comparisons of sorts, therefore, occur throughout this section. Caution must be taken, however, not to regard these areas as rigorously defined "control groups." Of countless potentially significant variables, only three were explicitly emphasized in the selection of the two areas outside the MNA: (1) levels of personal incomes, (2) ethnic composition, and (3) availability or proximity of APL branch libraries. Even these simple choice criteria were only imperfectly realized by the Los Griegos and San Pedro areas. In particular, incomes and educational levels in the Los Griegos area were distinctly higher than those in the MNA. The geographic distribution of samples around their respective library facilities has also introduced disparities serious enough to qualify any comparisons among areas.

The most serious of these disparities occurred in the Los Griegos neighborhood, where the branch library is not within the sample area's boundaries. Structuring the boundaries to exclude the immediate area surrounding the Los Griegos branch was necessary since that area was substantially wealthier than the MNA. Strong geographic biases also exist between the Model Neighborhood Area and the San Pedro area.*

The "Geographic Differences Among Sample Areas" table describes the dissimilarities in our samples that resulted from the inability to stratify geographically. In general, the San Pedro resident tended to live closer to his branch library than the Model Cities resident, while the typical resident of the Los Griegos area was further away.

In order to deal with the problem of the influence of proximity on library use, the distance that each resident would theoretically**

*Geographic stratification, to avoid these biases, was contemplated in the design of the sample but had to be rejected because there was no way to guarantee the validity of the other criteria (levels of income, ethnic composition, etc.) in each stratum due to the absence at that time of current small-area statistics.

**Subject to the simplifying assumptions that his area consisted of a perfectly rectangular grid of streets and that he chose the shortest possible path to the library. The former is approximately true in all three areas but the latter is more dubious, not only because of road conditions, traffic, etc., but also because a visit might be made on a multi-purpose errand.

GEOGRAPHIC DIFFERENCES AMONG SAMPLE AREAS
Percentage of Sample at Specified Distances from
Local Branch Library*
1971 Survey

Travel Distance (miles)	MNA	San Pedro	Los Griegos
0-$\frac{1}{4}$	10.2	19.7	0.0
$\frac{1}{4}$-$\frac{1}{2}$	9.2	18.6	0.003
$\frac{1}{2}$-1	28.5	13.0	20.3
1-1$\frac{1}{2}$	28.7	24.4	23.1
1$\frac{1}{2}$+	23.4	24.3	56.3
Total	100.0	100.0	100.0

*For the MNA, the Lead Street Library (MNAL I) is taken as the local branch.
Detail may not add to total due to rounding.

have to travel from his home to his branch library was computed for the 1971 survey only. The table dealing with library usage according to the distance from the branch library indicates a high dependency of use rates on distance. While the pattern of declining usage as one moves away from the branch library is not perfectly consistent, the rate of "fall-off" is strong. Especially significant is the observation that children in the Model Cities area are apparently more susceptible to the influence of distance than those in the other two areas. However, Model Cities children living within one-half mile have similar use rates to San Pedro children.

Obviously, the nonuniformity of the geographic distribution strongly qualifies many of the inter-area comparisons of branch-library use a reader may be tempted to make. An approximate idea of the magnitude of these discrepancies can be gleaned from a few hypothetical examples. Approximately 18$\frac{1}{2}$ percent of our total Model Cities sample had used the MNAL I branch library in 1971. Applying the geographic distribution of the Los Griegos sample around its branch library to the rates of use observed for the Model Cities area, this hypothetical rate of use of the MNAL I would be about 12 percent. Similarly, had the Model Cities sample resembled the San Pedro sample geographically, the use rate would have risen to 22 percent. Thus, any inter-area comparisons are somewhat affected by the influence of geography.

LIBRARY USAGE BY DISTANCE FROM
BRANCH LIBRARY*
1971 Survey
(Percentages**)

Area	Travel Distance (Miles) 0-¼	¼-½	½-1	1-1½	1½+	N=
MNA:						
All Persons	32.6%	28.4%	17.5%	17.2%	8.5%	1,259
Adults	20.9	12.7	8.1	8.4	4.2	725
Children	55.8	62.2	33.1	27.1	12.5	534
San Pedro:						
All Persons	46.2%	40.2%	23.7%	21.4%	10.7%	834
Adults	40.3	34.5	19.6	13.5	8.1	630
Children	59.3	52.9	40.9	38.8	18.5	204
Los Griegos:						
All Persons	--	--	30.7%	15.7%	13.7%	843
Adults	--	--	27.9	8.7	10.4	526
Children	--	--	36.5	25.6	19.1	317

*MNAL I on Lead and Broadway was used as the branch library in the MNA.

**Percentages based on sample that visited branch library at least once in the last year.

No effort has been made to include this factor in other parts of the report for two reasons. First, such would be of little value for purposes other than inter-area comparisons, which may be misleading or invalid for other reasons as discussed earlier. Secondly, the additional stratification would have rendered sample sizes unsatisfactorily small for statistical purposes. Also, use of any library facility in or out of the area was used instead of use of the branch library only. Thus, the discrepancies in population distribution by distance from a particular library is less serious for these comparisons.

The In-Library Survey*

How did the users of the Model Cities library feel about libraries in general before they started using this one? How did they feel about the MCL System before they started using it? Have these feelings changed with library use? In addition to the more obvious, direct benefits of library use (books read, films viewed, etc.) it was felt that use of the Model Cities library might lead to more favorable attitudes on the part of the user toward libraries in general. Such improved attitudes might lead, in turn, to greater interest in and enjoyment of intellectual activities including, perhaps, formal schooling. The in-library survey was designed to seek out indirect benefits of the MCL System most likely to manifest themselves in a measurable way. It was an initial exploration into the import of library use.

Every fourth person entering the library was questioned about their attitudes and changes in their attitudes toward "this" library and toward libraries in general before and after they started using "this" one. The same interview was given to the users of Los Griegos Library, chosen as a control because of the social, ethnic, and economic similarities between its users and inhabitants of the MNA.

In both libraries, respondents were questioned about the frequency of their use of the library; how and why they used it; how did the library affect their school work (if it did), etc. To measure the attitudes of the respondents, their answers to questions on attitudes were recorded on a six-point scale. For instance, one question was, "How do you feel about this library? Do you think it is:

Very (1)	Somewhat (2)	Somewhat (3)	Very (4)	Neutral (5)	Refused to Answer (6)
Enjoyable		Dull, Boring			
Useful		Useless			
Easy to Use		Hard to Use			
Warm, Friendly		Cold, Unfriendly			

*This section is based upon work done for this study by Dr. Richard F. Harris of The University of New Mexico Psychology Department.

In questioning respondents, interviewers had been cautioned to try to encourage respondents to choose one of the first four choices, not to volunteer or read the neutral or refusal categories and to use them only if the person was independently insistent on them.

Responses to questions of this type provide direct evidence only on what respondents are willing to tell an interviewer about their attitudes and changes in those attitudes since becoming familiar with the Model Cities or Los Griegos libraries. However, the consultant considers that these responses are probably valid indicators of the actual attitudes held and attitude changes experienced by the two groups.

Attitudes Toward Libraries

The users of both libraries had mostly favorable attitudes toward their own library. Moreover, the experience of actually using the library has caused both groups to react even more favorably not only toward their library but also for libraries in general.

Prior to library experience in the MCLS, users of that library expected that it would be more enjoyable, warmer and friendlier, and easier to use than libraries in general. However, over one-fourth of the MCLS users indicated that they had initially expected the MCL System to be "somewhat" or "very" useless. Los Griegos Library users, on the other hand, had much higher expectations of the usefulness of their library.

The present attitudes of the two groups of library users are practically indistinguishable. However, Model Cities Library users questioned reported less favorable attitudes towards libraries in general than do Los Griegos Library users, probably because of negative preconceptions.

Attitudes Toward School

If the respondents were younger than 19 years of age, they were questioned:

> "How would you evaluate your school experiences? Do you find them: (1) enjoyable-dull, boring; (2) useful-useless; (3) easy-hard?"

Again, the choice of answer ranged over a six-point scale in order to better measure the degree of response. The differences between MCLS and the Los Griegos Library users in their perceptions of the usefulness of school work are both large and reliable. MCLS users see school work as much less useful, on the average, than do Los Griegos Library users.

IN-LIBRARY SURVEY DATA
(Percentages)

	Enjoyable		Useful		Easy		Warm	
	Pos.	Neg.	Pos.	Neg.	Pos.	Neg.	Pos.	Neg.
Libraries in General:								
Model Cities								
Now	85.5	14.5	93.1	6.9	84.8	15.2	92.1	7.9
Before	59.0	41.0	83.5	16.5	79.4	20.6	85.1	14.9
Change	26.5	-26.5	9.6	-9.6	5.4	-5.4	7.0	-7.0
Los Griegos								
Now	92.5	6.5	97.9	2.1	89.5	10.5	94.7	5.3
Before	71.0	28.0	88.1	10.7	70.0	29.0	87.0	11.8
Change	21.5	-21.5	9.8	-8.6	19.5	-18.5	7.7	-6.5
Model Cities Library:								
Now	100.0	0.0	95.5	4.5	95.5	4.5	100.0	0.0
Before	76.7	23.3	74.3	25.7	81.8	18.9	93.1	6.9
Change	23.3	-23.3	21.2	-21.2	14.4	-14.4	6.9	-6.9
Los Griegos Library:								
Now	96.6	2.2	100.0	0.0	93.0	7.0	96.8	3.2
Before	64.5	29.0	89.3	7.5	62.4	34.4	85.0	10.8
Change	32.1	-26.8	10.7	-7.5	30.6	-27.4	11.8	-7.6

How Would You Evaluate Your School Experiences?

Model Cities Schools	73.2	26.8	80.0	20.0	64.2	35.8
Los Griegos Schools	70.6	29.4	94.1	5.9	68.6	31.4

Influence of Libraries Upon School Work

Both Los Griegos and Model Cities Library System users report that use of their library has made their school work more enjoyable and has helped them perform better in their school work. These beneficial effects were reported at almost exactly the same level by both groups.

ONLY ASKED OF THOSE LESS THAN 19 YEARS OLD

Has having this library available made any difference in how much you enjoy your school work?

	Model Cities Library	Los Griegos Library
A lot more	35%	29%
Somewhat more	26	35
No difference	39	36
Less	0	0
Number of people	49	48

Has having this library available made any difference in how well you do in school?

A lot better	26%	25%
Somewhat better	38	46
No difference	36	29
Worse	0	0
Number of people	50	48

How did you learn about this library?*

Saw it	36%	39%
Mentioned by a friend	40	33
MNA newspaper	4	0
Other newspaper	0	0
T.V. or radio	2	0

How did you learn about this library?* con't

	Model Cities Library	Los Griegos Library
Heard library staff mention it at a meeting or to you personally	4	1
Mentioned by a teacher or a school notice	4	5
Other	10	22

*Each individual was allowed up to two choices. Most mentioned only one thing.

Do you encourage your friends to use this library?

Yes	77%	62%
No	23	38
Number answering	71	93

The Importance of Films in the MCLS

The film section of the MCLS is extremely active. The collection is aimed at (1) increasing awareness of Black, Spanish-American, Indian and foreign cultures and heritages; (2) informing about the dangers of drugs; (3) providing a large selection of childrens' movies. Children frequently come into the library asking to see a film.

The Model Cities Library System currently owns about 150 films. These are loaned to schools within or on the periphery of the Model Neighborhood Area and to interested groups throughout the city.

There is only one other major source of lendable films in the city--the Albuquerque Public Schools' Audio-Visual Department. Thirty-one randomly selected MCLS films were compared with the APS collection; there were only two duplicates. Unfortunately, the potential benefits of this lack of duplicity are negated by the APS policy of refusal to lend films to groups. The Los Griegos

Library borrows films from the MCLS for in-library showing about once a week. The City-County Drug Abuse Education Center has a few lendable films on drug abuse and The University of New Mexico has an audio-visual department, but its services are limited to University activities.

Although MCLS does show films within the library, a major impact is seen when groups or teachers borrow the films and projectors for use outside the library. Roughly 22,000* viewers a month see these Model Cities Library System films outside the library; another 2,000 see the films within the MCLS.

In the cost study it was possible to identify $20,709.50 of total costs as clearly attributable to the film program. However, there was a considerable portion of costs which could not be allocated to any program. A sound estimate is that the film program is costing MCLS seven or eight cents a viewer although there are additional costs incurred by others in arranging the film showing.

It is estimated that about 63 percent of film audiences come from within the MNA; over 50 percent are school children.

FILM VIEWERS
Results of Partial Sample from
October 1971 through February 1972
(Percentages)

	Schools	Groups	Total
In MNA	41.1%	22.4%	63.5%
Out of MNA	14.9	21.6	36.5
Total	56.0%	44.0%	100.0%

Patrons of the MCLS use the premises for reading, games, meeting friends and film viewing. This was found to be the case in the 1972 survey and the data was reinforced by the in-library survey. Children tend to see the films with much more frequency than do adults.

*If the same person saw films three times in one month, he was counted three times.

PATRONS WHO SEE FILMS IN MCLS
Estimates from 1972 Survey
(Percentage of Age Groups)

	Don't See Films	See Films less than ½ of Visits	See Films ½ of Visits	See Films more than ½ of Visits
MNAL I:				
Less than 14	17.8%	14.3%	22.9%	45.0%
14-18	33.3	15.8	14.0	36.9
19-25	52.0	8.0	12.0	28.0
25 and over	76.9	9.6	3.8	9.6
MNAL II:				
Less than 14	33.9%	7.7%	16.9%	41.5%
14-18	61.5	7.7	7.7	23.1
19-25	--	--	--	--
25 and over	87.4	6.3	0.0	6.3

IV. COST STUDY

The approach taken in this study was to divide the program costs into six major categories:

a. Films, records and tape recorders,
b. Books,
c. Outreach, bookvan and promotion,
d. Special projects,
e. Branch library, and
f. Nonallocatable costs (general, administrative and staff training).

A summary of these categories is presented in the pie chart on page 42.

Labor Costs

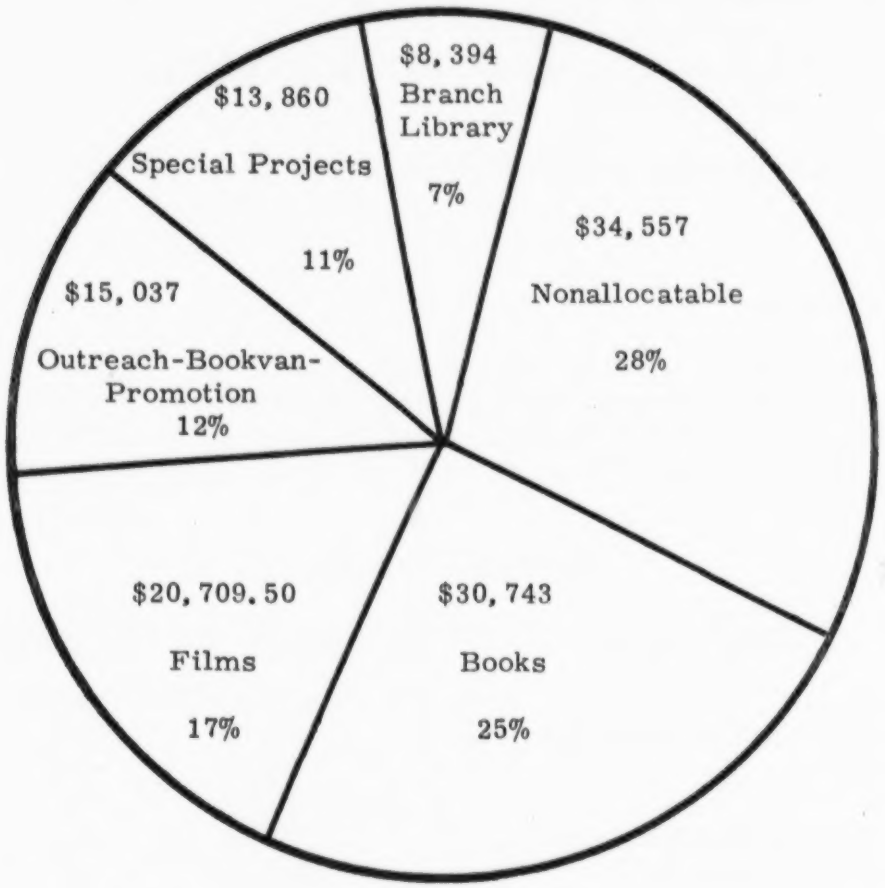
Personnel cost is by far the major cost of the program (74.7 percent). Over five one-week periods staff members who had worked the previous week were asked to allocate time worked into various categories. Persons on vacation or sick leave were not counted.

REVISED 1972 BUDGET

Cost Category	Estimated Cost	Percentage
Personnel	$ 84,542.00	74.7%
Consultants & Contract Services	3,298.00	2.9
Travel	951.00	0.8
Space	6,037.50	5.3
Consumable Supplies	6,077.50	5.4
Purchase of Equipment	746.50	0.7
Other	11,487.00	10.1
Total	$113,139.00	100.0

When filling out the time allocations, employees were asked repeatedly to reconsider very carefully any hours allocated to "general" or "administrative" and to be sure that these hours

SUMMARY COST ALLOCATIONS



100% = $123, 300. 50 expenses for Model Cities Library System from September 30, 1971 to September 30, 1972.

PERCENTAGE DISTRIBUTION OF LABOR COSTS FOR
FIVE ONE-WEEK SURVEYS[1]
1972

Full-Time Employees

Category[2]	Apr.	May	Combined Apr. & May	Aug.	Sep.	Oct.	Combined Aug., Sep., & Oct.
1. Books	18.4	21.4	19.8	21.3	26.3	24.3	24.1
2. Films	17.5	16.9	17.2	15.3	17.9	19.1	17.5
3. Special	7.8	3.0	5.5	8.1	7.1	6.9	7.3
4. Branch	9.7	10.4	10.0	closed	closed	closed	closed
5. Bookvan	2.9	2.1	2.6	5.2	1.7	13.7[3]	7.1
6. Promotion	2.9	1.1	2.1	3.6	4.1	2.1	3.2
7. Promotion	4.8	2.2	3.6	1.1	1.3	0.7	1.0
8. Outreach	7.9	5.0	6.6	3.4	11.3	5.6	6.9
9. Politics	2.2	5.0	3.5	0.0	1.3	0.0	0.5
10. General Admin.	23.5	30.2	26.6	35.4[4]	25.5	26.6	28.9
11. Other	2.4	2.7	2.5	6.6	3.5	1.0	3.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

[1]Actual dates of surveys were April 1, May 25, Aug. 18, Sep. 16, and Oct. 7.
[2]List of actual wording of categories is on page 45.
[3]This percentage increased as a reflection of a new policy of increased Bookvan activity.
[4]This percentage increased because two nonclerical, nonadministrative staff members were on vacation and not included.

PERCENTAGE DISTRIBUTION OF LABOR COSTS FOR
FIVE ONE-WEEK SURVEYS[1]
1972

Part-time Employees (nonbudgeted)

Category[2]	Apr.	May	Combined Apr. & May	Aug.	Sep.	Oct.	Combined Aug., Sep., & Oct.
1. Books	40.0	38.3	39.1	50.3	20.0	73.6	48.9
2. Films	36.7	36.7	36.7	15.6	37.5	15.8	19.5
3. Special	0.0	3.3	1.7	3.3	5.0	0.0	3.0
4. Branch	20.0	21.7	20.8	closed	closed	closed	closed
5. Bookvan	3.3	0.0	1.7	18.3	7.5	5.3	14.3
6. Promotion	0.0	0.0	0.0	2.0	10.0	0.0	3.0
7. Promotion	0.0	0.0	0.0	1.3	5.0	0.0	1.7
8. Outreach	0.0	0.0	0.0	4.5	2.5	5.3	4.4
9. Politics	0.0	0.0	0.0	2.0	5.0	0.0	2.2
10. General Admin.	0.0	0.0	0.0	2.0	7.5	0.0	2.6
11. Other	0.0	0.0	0.0	0.7	0.0	0.0	0.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

[1]Actual dates of surveys were April 1, May 25, Aug. 18, Sep. 16, and Oct. 7.
[2]List of actual wording of categories is on page 45.

CATEGORIES
Distribution of Labor Costs for
Five One-Week Surveys
1972

1. Books. Working with the book part of the library in any capacity whether administrative, clerical, processing new books or lost books, helping people to find a book, or book ordering. (Before move, this question just referred to the Lead Street Library--MNAL I.)

2. Films. Working with the film section, lending or showing films in the library.

3. Special. Special projects (bicycle repair, film workshop, macrame, Spanish dance, etc.) including time involved in preparation or arrangements for the project.

4. Branch. In the branch library. (Eliminated after move.)

5. Bookvan. In the Bookvan and related activities, i.e., carding, designing and preparing deposit collection, etc.

6. Promotion. Library promotion with Model Neighborhood Area residents currently not using library. (If it is a specifically special project, reading, or film promotion, it should be listed under that category.)

7. Promotion. Promotion of new programs with MNA residents currently using library. (If it is a specifically special project, reading, or film promotion, it should be listed under that category.)

8. Outreach. Outreach (books at centers, story telling, outside film showings). Bookvan people should allocate part of their time here.

9. Politics. Meeting with Model Cities Board and committees.

10. General Administration. Routine office duties, i.e., letter writing, accounting, employee relations, coordination and custodial.

11. Other. Please describe.

were not related to another category. As personnel handed in their lists they were individually questioned about their time allocations. It is felt that the summaries reasonably represent employee costs by category.

Part-Time Employees

Separately presented are the costs of the three to five young people who were employed part-time at the library through government training programs or through the Model Cities summer employment program. Their salaries are included in the final summary of cost allocations even though these costs were not disbursed from the MCLS budget. The cost of the part-time employees is merely an estimate obtained by multiplying pay scale by hours worked. Costs for part-time employees were estimated at $5,700, but the estimate may be low as poor records were kept for costs outside the regular budget.

It would be artificial* to use budget procedures to eliminate the cost of part-time workers from the library's real costs. On the other hand, the part-time employees are receiving valuable training and this should be considered as one of the benefits of the library's services to the Model Neighborhood residents.

The following table presents labor cost allocation to the six categories. Because of variations between the weeks when employees tabulated their labor cost allocations, there is some degree of error. However, these variations are not considered significant.

This table is based upon an important assumption: elimination of a particular project of the program means that the total labor cost is lowered by the amount now allocated to that project without affecting other aspects of the program; reorganization of schedules and layoffs could make this possible. No artificial formulas were used to distribute joint costs of the entire program.

*In economics, there is a distinction between external and internal costs of operation. For instance, while the cost of these employees does not come out of the Model Cities Library's budget (it is external), when considered by government or society, it is an internal cost. Accordingly, the broader perspective is preferred.

LABOR COST ALLOCATIONS BY CATEGORIES

	Full-time	Part-time	Total	Percent.
Films, records, tape recorders (#2)[1]	$14,621	$1,845	$16,466	18.2%
Books (#1)	17,642	2,371	20,013	22.2
Outreach, bookvan, promotion (#5, 6, 7, 8)	13,199	405	13,604	15.1
Special projects (#3)	5,062	115	5,177	5.7
Branch library (#4)[2]	6,379	890	7,269	8.1
Nonallocatable (#9, 10, 11)	27,639	74	27,713	30.7
Total	$84,542	$5,700	$90,242	100.0

[1]Numbers in parentheses indicate categories included (see page 45).

[2]Open only the first nine months of their fiscal year.

An argument could be raised that elimination of a project, while feasible on the cost side, might seriously deteriorate the appeal of the remaining projects, i.e., that different projects might complement each other. For instance, elimination of the book section of the library might seriously hamper the success of the film section, or vice-versa; benefits would then merge or would overflow between projects. Cost categories would have a confused meaning as benefits could not be associated clearly with any given cost category. It is suspected that complementary benefits exist but are uni-directional, from film to books. Most film viewers see films outside the library, usually in school or in another group. Only by assuming that the various projects of the library system are independent is it possible to separate them into cost categories.

Consultants and Contract Services

All of this current expense ($3, 298) falls under the category "Special Projects." The table below, taken from the revised third-year budget (8/9/72), indicates an updated projection of the year's cost.

CONSULTANTS AND CONTRACT SERVICES
1972 Revised Budget

Film Workshop:	
3 teachers: 6 hrs./week @ $3/hr. for 8 weeks	$ 432.00
Children's Activities:	
1 teacher: 2 hrs./week @ $4/hr. for 12 weeks	96.00
Spanish Dance Workshop:	
1 teacher: 4 hrs./week @ $4/hr. for 37 weeks	592.00
Conversational Spanish Workshop:	
1 teacher: 2 hrs./week @ $4/hr. for 40 weeks	320.00
Saturday Programs:	
1 teacher: 8 hrs./week @ $2.25/hr. for 17 weeks	306.00
Bicycle Repair Workshop:	
1 teacher: 7 sessions @ $10/session; 2 trainees, 7 sessions @ $3/session	112.00
Remedial Reading Workshop:	
1 teacher: 8 hrs./week @ $2.25/hr. for 17 weeks	288.00
Mano Arts Center:	
1 teacher: 2 months @ $576/month	1,152.00
Total	$3,298.00

Travel

Depreciation on the two vehicles owned, repair, insurance costs, and the percentage of use of personal vehicles were roughly estimated and allocated to "Outreach-Bookvan-Promotion." (Finer categories such as interest-opportunity costs were ignored.)

The sum of $1,105 was allocated to the category of "Outreach-Bookvan-Promotion" and $368 was nonallocatable. The total exceeds the budget allocation which included direct travel cost only.

Space

The utilization of square footage in the present building was estimated. Assuming that smaller buildings could be obtained at roughly the same cost per square foot* and that the combined use of the two previous buildings was similar, rent, utilities and insurance ($6,037.50) and maintenance costs ($709.00 of the budget's "Other" category) were divided according to the percentage of the building occupied by various projects of the library.

The Branch Library (MNAL II) was considered separately. The cost of space was divided as follows:

Books	46%	$2,586.00
Films	17	955.50
Special Projects	8	450.00
Nonallocatable	29	1,630.00
Subtotal		$5,621.50
Branch Library		1,125.00
Total		$6,746.50

Consumable Supplies

Half of the investment in castanets and records purchased for the Spanish dance workshop was deducted because these items are still usable. The allocation to "Special Projects" was $4,330.00 and $1,592.00 was listed with items nonallocatable.

*If this were a large public library in its own building, the real options would probably be occupying or not occupying the building; the cost of the building would be allocated over all library departments and not between them. However, in this case, changing buildings was and is an option. The division of rental costs is thus permissable although it might be completely invalid under different circumstances.

CONSUMABLE SUPPLIES
Revised Budget 1972

General Office supplies	$1,162.00	
Petty cash, mailing films, small book orders, magazines, etc.	380.00	
Postage ($4.16/month for 12 months)	50.00	$1,592.00
Supplies for workshops and special programs:		
Film workshop materials	700.00	
Children's activities (arts and crafts supplies)	500.00	
Spanish dance (castanets, records)	410.00	
Conversational Spanish (books and supplies)	25.00	
Bicycle repair materials	60.00	
Mano arts materials	2,500.00	
Tickets for special events (150 @ $2.00)	300.00	
Film rentals	40.00	4,535.00
Total		$6,127.00

Equipment and Film Depreciation

All current capital expenditures were jointly considered with the depreciation costs of the Library's existing capital.

Films

Over the past three years the Library has spent $20,974.00 for films.

1970	$14,278.00
1971	4,048.00
1972	2,648.00

From discussion with the audio-visual department of the Albuquerque Public Schools and with the MNAL staff, it was

learned that the average life of a film is roughly eight to ten years; many last longer. Splicing in new footage to replace damaged parts of a film is often sufficient to extend the life of the film for a long period.

Film repair is considered a current expense. For this reason it was decided to depreciate all films by using the sum-of-the-years-digits method.* Using this technique, the cost will more nearly coincide with replacement. Also, the original purchase costs were appreciated to current dollars by using a six percent rate of inflation. By using these methods, it was concluded that the depreciation cost of the film inventory was approximately $1,079.00.

Office Equipment

The inventory of office equipment was allocated to the six categories used in cost allocation. Original purchase costs were appreciated to current dollars by the inflation rate of six percent. A ten-year life was used with a straight line depreciation factor of ten percent. Depreciation costs were allocated as follows:

Films	$ 781
Books	308
Outreach-Bookvan-Promotion	328
Special Projects	555
Nonallocatable	831
Total	$2,803

Other Costs

Educational Materials

Films, film strips and books are discussed separately. Records were considered a current expense as there is frequent

*The depreciation method called "sum-of-the-years-digits" is a commonly used accounting procedure. In this case, the digits for the life of the film are summed (1 + 2 + 3 + . . . 10 = 55), then depreciation is calculated with charges emphasized during the latter stages of the film's life; e.g., during the first year charges are only 1/55 of total cost; for the last year, charges are 10/55.

OTHER COSTS
Revised Budget

Educational Materials		
Films*	$2,600	
Film strips	48	
Records	68	
Magazines	217	
Books	4,012	$6,945
Staff Training		
Fourteen 3-hour courses at UNM plus books and supplies	$ 730	730
Repair and Upkeep of Film and Equipment		
Repair of equipment	$ 500	
Repair of film	600	
Projector bulbs	260	1,360
Miscellaneous		
Carpets installed	$ 400	
Printing expenses	305	
Alarm expenses	112	
Telephone ($17/month x 4 phones)	816	
Insurance	245	
Mano arts maintenance	50	
Communications	60	
City building and maintenance (plumbing & electrical repair)	464	2,452
Total		$11,487

*The revised budget actually showed $3,213; however, part was for unpaid debts. The amount of $2,600 was for currently purchased films and $1,345 was to pay old accounts. This latter amount is shown under past capital expenditures for films.

need for replacement. Magazines were also classified as a current expense.

Staff Training

This is a nonallocatable expense.

Repair and Upkeep of Film and Equipment

These expenses were properly allocated to films.

Miscellaneous

All expense classed as miscellaneous was considered nonallocatable with the following exeptions:

1. Insurance, city building and maintenance expenses were allocated to various categories as items treated under "Space."

2. Mano art maintenance was allocated to "Special Projects."

Cost of Books

The correct method for evaluating the annual cost of books to a library would be to subtract their current value (V_1) from a prior value (V_2), say a year ago, and adding the purchases made during the year (P).

$$V_2 - V_1 + P = \text{Cost}$$

This is, however, an excessively lengthy method for obtaining a small and approximate number.

Instead, it was assumed that the preponderant book cost in this library is lost books and that these or similar books will be purchased again. This will be a slight underestimation, but given the peculiarities of the Model Cities Library, probably not large. The value of a book is defined to be the replacement cost regardless of its present condition (i.e., no depreciation).

Obsolescence and stolen books are factors, but the study makes no attempt to measure them. It is assumed that no significant costs due to outdated books have been incurred thus far. The

collection is quite new and the staff does not update or revise its collection. Nevertheless, these uncounted factors render these estimates below the true cost of books to the library.

From July 1971 through June 1972 approximately 3,765 books were still overdue on August 14, 1972.

July-August	1971	580
September-January	1972	1,195
February-June	1972	1,990

By taking a representative sample, the percentage of overdue hardback, paperback, and gift books was determined:

	Hardback	Paperback	Gifts
July-August 1971	53%	38%	9%
September-January 1972	56	37	7
February-June 1972	53	37	10

The average price for hardback books was $3.37; for paperback, $0.71. By assuming that the average replacement cost of books lost is about the same as the average cost of purchases, the following costs due to lost books were obtained:

	Hardback	Paperback	All Books
July-August 1971	$1,035	$156	$1,191
September-January 1972	2,255	314	2,569
February-June 1972	3,554	522	4,076
Total	$6,844	$992	$7,836

This figure of $7,836 is probably accurate within a 20 percent range.

To look at the problem of lost books from another perspective, during the same period of time, 21,128 books were checked out. Thus, a very large proportion (17.8 percent) of borrowed books were not returned.

Cost of New Films

Films are very much different than books in that when part is

destroyed, new footage is bought. So long as it is not completely destroyed or lost, a film can be kept nearly indefinitely. Once again there can be an obsolescence factor, but if the films are well chosen, it will be very small. Losses thus far have been minor. The MC library has a very careful system of scheduling film-borrowing and return. At this point all borrowed films have been returned although some theft loss has occurred from within the library. A rebuilt film cleaner and checker has been purchased for preventive maintenance and each film is scanned for damage when it is returned.

Because of the relatively long life of a film, purchases are considered as expenditures for capital instead of current expenses. Purchase costs ($2,648) are treated under "Equipment and Film Depreciation."

Summary

Cost allocations from each category examined are summarized in the table on the next page. Worth noting is the large amount (28 percent) of nonallocatable costs. Although it might be possible with a more rigorous accounting system to identify some of these costs, it is felt that reasonable estimates of how the program costs are really allocated are shown.

A warning should be attached here. Some may have the temptation to proportion these nonallocatable costs to the remaining categories. Such arbitrary cost allocations have no economic meaning. These costs are non-separable over the entire program.* Only when considering the effect of the overall program should this cost be considered because it is only at that level that a choice could be made which could affect these non-separable costs.

*Eckstein, Otto, "The Allocation of Joint Costs," Water Resources Development: The Economics of Project Evaluation, (Cambridge: Harvard University Press), p. 263.

SUMMARY COST ALLOCATIONS
September 30, 1971-September 30, 1972
(in dollars)

	Films	Books	Outreach-Bookvan	Special Projects	Branch Library	Nonallocatable	Total	% of Total
Labor	16,466.00	20,013	13,604	5,177	7,269	27,713	90,242.00	73.3
Consultants				3,298			3,298.00	2.7
Travel			1,105			368	1,473.00	1.2
Space	955.50	2,586		450	1,125	1,630	6,746.50	5.5
Staff Training						730	730.00	0.5
Film Depreciation	1,079.00						1,079.00	0.9
Office Equipment Depreciation	781.00	308	328	555		831	2,803.00	2.3
Film Repair	1,360.00						1,360.00	1.1
Consumable Supplies				4,380		1,592	5,972.00	4.8
Records	68.00						68.00	0.0
Miscellaneous						1,693	1,693.00	1.4
Lost Books		7,836					7,836.00	6.3
Total	20,709.50	30,743	15,037	13,860	8,394	34,557	123,300.50	
% of Total	16.8	24.9	12.2	11.3	6.8	28.0		100.0

V. SPECIAL ASPECTS OF THE MCLS

The Impact of the MCLS Upon the Albuquerque Public Library System*

Albuquerque Public Library has changed and is changing because of our involvement in the Model Cities Library Project. Some of the changes are accelerations of ideas and programs we already had in mind when the project began. The Model Cities experience has provided a testing ground for the development of ideas we wanted to try. Some changes are new programs and ideas that occurred to us only when we saw the concrete achievements of the experimental library.

Briefly some of the changes in our ideas and programs are:

Staff involvement: We wanted a participative management program in Albuquerque before the Model Cities Library was set up. Our very positive experiences with the adaptability of staff at all levels of the Model Cities Library in helping to constructively plan for operations has encouraged us to press ahead with total staff involvement system-wide.

Simplified circulation procedures: The "liberal" policies we wanted to establish system-wide were tested in the Model Cities Library. The gains we saw in more creative use of staff and better public attitude toward the library have encouraged us to liberalize our system-wide rules and procedures. There have been problems with book lateness and losses both at Model Cities and in the library system. We are now looking toward modified rules that are as user-oriented as possible within basic security needs. Clearly, a lot of detailed operational steps can be dropped without affecting control over circulation.

Noncataloging and classification of book and other materials: Model Cities Library has experimented with masses of paperbacks and found them very effective. We have enlarged and will continue to substantially enlarge our paperback collections as a result of the experience in Model Cities. Model Cities Library has arranged its book collections by subject. This arrangement

*This section was prepared for this study by Alan B. Clark, current Director of the Albuquerque Public Library System.

has problems, but "client use" is not crippled and public ease in using the library has been enhanced in some ways. We are interested in the city's system in balancing uncataloged, "subject" collections with traditional classified, cataloged collections to see how staff and client use is affected. The costs of passing all materials through the complete technical services process is becoming prohibitive. In some instances we have held up a book from any use for long periods of time because of the difficulty of processing it after it was bought. We want to look at the costs and the effectiveness of housing increasing amounts of materials in nontraditional collections. The Model Cities experience has been encouraging in this area.

Leased facilities vs. capital expenditures: There has been substantial nationwide experience with "store-front" facilities for outreach work. Our experience in Model Cities suggests that "store-front" operations for middle-class neighborhoods may have great potential in Albuquerque.

Early childhood learning awareness: Some of the work with preschool children that has gone on in the Model Cities Library has been the base for further experimentation in our branches. An aggressive early childhood program in Albuquerque Public Library probably owes its existence to the example of the Model Cities Library.

Media: The unqualified success of the film program at Model Cities Library has focused attention on Albuquerque's poor resources and speeded up the process of introducing non-print media into the citywide library system.

Physical reorganization of services: Exploratory research has begun at Model Cities Library on plant reorganization for optimum client interest and use. A community architecture group is studying the current store-front in an attempt to develop a low cost conversion to a "people oriented environment." The store-front has a high attraction level for most residents and visitors in its casual and open quality. Graduate students will be searching for ways to further humanize the environment. The potential for applying discoveries from other agencies seems very good, especially if the materials are mostly "found" or made by volunteer effort and the rearrangement is simple and direct.

Staff attitude and morale: This area has been one of the

most successful elements in the Model Cities project. As in any human situation, there are problems and conflicts. However, the experience of working in Model Cities Library has been a constructive one for most of the staff and each staff member has grown considerably in skill and personal achievement. This constructive staff situation has freed considerable creative potential in many staff members and has made good things happen simply and directly that might not have otherwise happened. Many factors are involved in creating this fairly positive staff situation. One is a committment to participatory management. Another is minimizing staff rules and regulations (though occasionally there have been problems with insufficient guidelines). The lack of restrictive rules on every area of operation has made working out problems an involved group function and much less onerous than usual. The plant, with its casual open quality and the ability to involve people who had never been reached before, helped create interest and excitement for staff. The sense of community involvement was great and led to highly personalized staff reaction to the public need. We hope to develop Model Cities qualities in all our agencies and create the same "feeling" in all our facilities.

The Model Cities Library experience has been a good one for Albuquerque. We have learned much and hope to learn more. Probably the most lasting effect will be a committment to experimentation and change. It has become clear to us that continuing basic rethinking of all our premises, rules, operations and personnel training is necessary. The development of a formal program for planning and continued research is now one of our organizational priorities. The firmness of our committment to change is largely due to a four year experience in Model Cities that has demonstrated how little we know, how much there is to be done, and how little time there is to do it in.

Staff Training at MCLS*

In-service training has been part of the experience of all employees. None had worked in a library before and certain technical processes had to be learned such as typing a book card, running a projector, checking out books and city purchasing procedures. Four staff members (library trainees) were selected

*This section was prepared by Valerie Brooker, Staff Librarian at the Model Cities Library.

for more training. The hope was that these people, through a combination of formal courses and on-the-job experience, would be able to enter the library profession and add a dimension of special outreach toward minorities to the existing structure of Albuquerque Public Library.

Three of the library trainees (later classified library clerks) have been taking classes at The University of New Mexico. Some of these courses are directly related to library work, such as story telling and children's literature; and some are general courses leading to a Bachelor's degree. The trainees have attended professional workshops and are presently taking an extension course in library work through Loyola University. They have been primarily responsible for organizing day-care center visits, bookvan stops, and helping to plan activities for the community. The secretary has expressed a strong interest in library work; she has taken courses and has participated in some of the same activities as the trainees.

The library clerks feel a need for more knowledge about the operations of a traditional library. The feeling has been expressed that such training should have been accomplished early in the program; the same point has been made with regard to decisions on goals. One staff member felt that valuable experience could have been gained by working at the main branch of the Albuquerque Public Library or at one of its branches. It appears that training in school or on the job will not necessarily be applicable to work at Model Cities Libraries unless the trainee is interested and motivated. Moreover, such training should be relevant and adaptive to the situation at the MCLS.

Considering the success of training, much depends on the motivation of the individual. There is also the problem of encouraging a trainee to use his training and to develop innovative new programs.

The paraprofessionals' greatest strength in the MCLS is their genuine dedication to public service. (This characteristic is not necessarily possessed by all professionals.) It is necessary to equip the paraprofessional with the capacity to fulfill this dedication and, at the same time, to efficiently meet the needs of the library patron. Here the professional may have an edge, simply in being aware of more options, resources, and strategies in attacking problems; still, the paraprofessional may

be better able to determine the needs of the library patron. The place of the paraprofessional in the profession is an important issue to the whole question of outreach libraries. Paraprofessionals are responsible in large part for the success of such libraries but because of the lack of academic credentials, they are not accepted within the ranks of the profession. Also, the pay level of paraprofessionals may not reflect the level of responsibility they are asked to assume.

The MCLS has been largely successful in providing an opportunity to work towards academic credentials. However, there is room for improvement in developing the ways to motivate personnel and to familiarize them with traditional library procedures.

The paraprofessional is essential to the successful operation of an outreach library; special knowledge and rapport with the community add a dimension rarely supplied by a professional. These same qualities may be noted in the clerical and secretarial staffs at the libraries as these persons also do paraprofessional work. To successfully operate an outreach library, it is vital that paraprofessionals with meaningful responsibilities designated to them be involved and that payment must be commensurate with that responsibility.

A Librarian from Another Area Looks at the MCLS*

As librarians we often see the societal problems common to the "disadvantaged" people living in the poverty areas of our urban centers and rural regions. By walking in the poverty area we can visually see part of the "culture of poverty." There are a great many human miseries that the library cannot immediately hope to alleviate. The library has always been a bastion of information, literature, and knowledge for those who know how to use it. One of the symptoms of the "culture of poverty" is the wide prevalence of the library nonuser. Given the language problems that exist in a city like Albuquerque, and the fact that many of the Spanish-speaking people have had little contact with public libraries of any type, it is not a shock to see that the surveys taken in Albuquerque indicate such a low rate of usage among adults. People like Oscar Lewis, Hannah Arendt, and almost all

*This section was prepared by Dan Duran of the Richmond Public Library in Richmond, California.

social workers will point to the increasing disengagement and nonintegration of the poor with respect to the great traditional institutions of our society. The librarian has to totally reorient his or her way of thinking when attempting to offer resources and information to people who have a strong sense of fatalism, helplessness or dependence. Some communities with a culture of poverty are at a much greater disadvantage than Albuquerque, because in Albuquerque the Spanish-speaking people have a strong sense of pride and a love of their cultural heritage.

Public libraries have only recently awakened to the reality of their future as a viable public institution. If librarians and their programs cannot change to meet the immediate and long-range needs of the "disadvantaged" community (which often makes up a large sector of the community), then public libraries will find themselves in an increasingly weak position. It is difficult, if not impossible, for a large library system to adopt an immediate change in policy and programming to serve all the people, including the disadvantaged. Quite frequently a special library branch or extension unit will attempt to become the vanguard of library service aimed at the disadvantaged. By establishing relatively autonomous library extensions to accomplish the needed services, a large library will frequently feel that it is off the hook. Many of these special libraries have been the Model Cities Library or extension units funded by federal and/or state programs. It is true that libraries all over the country are finding it harder to get sufficient budgets to cover their existing programs (many operate on a static budget), much less find the money for innovative programs. A Model Cities Library is the ideal experimental unit of any library system. The larger library is committed to learn from its smaller innovative branch or extension unit, and the administrators of the whole library system should attempt to incorporate the successful features of the special branch into the total system while it is still functioning, not just afterwards. The special library and the innovative one should complement each other.

How does an administrator incorporate the friendly and open attitude of the Model Cities staff, for instance, into the whole library structure? Quite often the entire program of a special library unit may be conceived and carried out by a single professional and many paraprofessionals. The paraprofessionals of the Albuquerque Model Cities Library feel a sense of obligation to and love for the community which they serve. The patrons feel

the same way. But a library administrator knows that the same paraprofessional in the traditional library structure might be out of place and, perhaps, a paradox in the overall library program. Too often the paraprofessional has a tenuous position in relation to the total library structure. Within the context of the Model Cities Library, one is allowed to accept whatever responsibilities and duties one feels capable of handling. There is room for growth, open discussion, and flexibility in a Model Cities or similar library program; but take the paraprofessional out of the Model Cities Library and you take the person out of context. So, although it is desirable to have the same output and devotion of a Model Cities staff member at the main library (or one of its traditional extensions), it is not reasonable to expect it given the change of atmosphere.

Programs can be carried over to the main library from the Model Cities or similar library extensions. It is an unfortunate fact that special library projects end as soon as money is no longer available. The prospects of renewed funding for library projects on the national level do not look optimistic. The Model Cities Library has proven to have had a large impact on some areas and a smaller impact in other areas. More people may use a Model Cities library than a nearby traditional library for particular reasons, but there are also many individuals who will use only the Model Cities Library.

The Albuquerque Model Cities Library directed itself to Spanish-heritage citizens in its target area. It hired a staff from the community, developed many community-oriented programs (bicycle repair workshops, dance classes, film classes, etc.) that often had little to do with traditional library activities and proved that by using their staff wherever they could fit in with other Model Cities and community programs they gained the trust and love of the community. If the level of success was determined by the cost of book circulation per patron, the Model Cities Library would be condemned by an efficiency expert. But how does one gauge the value of opening a person's eyes and mind to the resources of the library for the first time. A great many new patrons were made by the Model Cities Library, patrons who otherwise might never set foot in a library. The Albuquerque Model Cities Library staff has also demonstrated the vast potential of audio-visual media in library programming. Films drew the people in and sent them home talking about and remembering the library. As a potential training ground for the regular Albuquerque

Public Library staff of professional and nonprofessional alike, the Model Cities Library is invaluable. People who are served by the Model Cities Library have definitely responded favorably to the personal touch. The Model Cities Library has reached out into the community and has made a great many friends and library users.

The Albuquerque Model Cities Library is not the perfect example of a functional community library meeting with nothing but success in dealing with the disadvantaged. The staff realizes that, after a point, it is valuable for them to understand many of the traditional library procedures and ways of doing things. Since the Model Cities Library does not have a true classification and cataloging system, the staff has not had much to do with the cataloging system of the regular library. Also, flexibility is a great feature of any innovative program, but consistency is also a valuable library asset. When the size of the staff fluctuates as well as their interest in particular programs, it should be expected that some programs are either never completed or never started. Self-discipline and organization are essential when carrying out innovative programs that demand a great deal of attention and supervision. The librarian in charge of the Model Cities Library must be ultimately responsible for the overall success or failure of all the library's programs. Since there have rarely been more than two professional librarians available to supervise the Model Cities staff, a great many programs have often been left solely in the hands of paraprofessionals and temporary help. One example of this is the bookvan program. Last summer a young girl was hired through the NYC program to manage it. She did a beautiful job, raised the general level of service and gave it a good push forward. Then her funding ended and the program had to be started all over.

A library administrator should expect to find many problems to work out in any new or innovative service. The programs and problems of the Model Cities Library should also be the headache of the head librarian, not just the Model Cities librarian. The Albuquerque Public Library has quite a stake in the Model Cities Library. It was the conception of the public library head who felt that something had to be done to reach the unserved; his vision was realized. Now the problem is what to do about continuing the level and types of services that the Model Cities Library made available to its community.

VI. CONCLUSIONS

Increased library use by the residents of the MNA as a direct result of the establishment of the Model Cities Library System is clearly indicated by the data presented in Chapter III of this study. To some extent, increased use was to be expected. But the most important conclusion of this study relates to how residents of the MNA regard the library system and the change in their attitudes in two years. People in the area, particularly young people, have come to believe that library service as they know it from MCLS is pleasant, desirable, and helpful. The youth have changed from a pattern of slight use of an established library in their area to heavy use of the MCLS. Today the young people of the MNA have library-use patterns which approximate those found in a "typical middle-income" neighborhood. The Model Cities Library System, by any reasonable benefit measure, has been quite successful in reaching the youth of the Model Neighborhood Area and changing their attitudes about libraries.

Does this study indicate that the library system in the MNA achieved its goals as described in the initial proposal? The answer is yes. But a more careful exposition is helpful. Below are the goals of the MCLS as originally stated at its inception; following each goal is a brief comment on the extent of its realization.

1. To explore a number of ways in which libraries can serve the culturally disadvantaged and economically deprived in the Albuquerque community; to discover those programs and materials that can best relate to MNA resident needs.

It appears that this goal has been achieved, although involvement of the adult segment of the MNA population has been disappointing. However, the Model Cities Library System has not been principally directed toward meeting those needs.

2. To create types of service acceptable and appealing to MNA residents. These services must have value in terms of both practical needs and recreational needs.

The attitudinal survey demonstrates clearly that this goal was met.

3. To "teach" the library what the community needs as well as explore new approaches and techniques of delivering library services, including the training of neighborhood residents to perform those services.

The statement prepared for this report by Alan B. Clark, current Director of the Albuquerque Public Library, along with other sections of this report, indicates that these goals have been reached.*

4. To better demonstrate to MNA residents the potential of the Albuquerque Public Library to relate to their expressed needs.

The results of this study cannot address this goal statement directly. It appears that a shift of young users from APL to the MCLS might indicate a failure to achieve this goal. However, it should also be noted that some MNA residents do prefer APL, particularly for research needs. Whether or not this preference was engendered by acquaintance with the MCLS cannot be determined.

5. To identify and make available new materials and services which should have an impact on citywide library service. Improvements, modifications and reevaluations of existing library service should be a direct and long-term result. Insofar as possible, the program will attempt from the beginning to add to the permanent resources of the city.

As with goal number three, Mr. Clark's statement indicates that this goal has been or is in the process of being achieved.

Summary

The measures used in this study to determine attitudinal changes of residents of a relatively poor neighborhood to library use indicate dramatic changes in a fairly short time period. Responses to questions asked during the 1971 survey indicated that the overwhelming majority of residents who have knowledge of the Model Cities Library System feel that it must be continued and

*Mr. Clark's report is found in Chapter V.

financed in some way after the Model Cities Program itself expires. Five hundred and forty-two persons indicated a desire to have the program continued; 19 said it should not continue. This kind of support reinforces the major findings of this study, i.e., the Albuquerque Model Cities Library System has achieved its purpose and has provided good and worthwhile services to its people.

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Final Report

Project No. 1-0744
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EVALUATION OF THE IMPACT, COSTS AND BENEFITS OF THE ALBUQUERQUE MODEL CITIES LIBRARY MATERIALS AND CULTURAL CENTERS

Volume II - Appendix

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Education, and Welfare

Office of Education
Bureau of Libraries and Educational Technology

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ABBREVIATIONS

APL	Albuquerque Public Library
LG	Los Griegos Branch of the APL
MC	Model Cities
MCLS	Model Cities Library System
MNA	Model Neighborhood Area (MC Area is equivalent)
MNAL 1	Main Model Cities library on 304 Lead, S.E. or the consolidated location on 1025 Broadway, S.E. (referred to as MNAL I in Volume I)
MNAL 2	Branch library on 1607 Broadway, S.E. which was closed at the end of June 1972. (Referred to as MNAL II in Volume 1)
SMSA	Standard Metropolitan Statistical Area
SP	San Pedro Branch of the Albuquerque Public Library

CONSTRUCTION OF AREA CENSUS DATA

The survey areas did not exactly conform to the 1970 Census of Population tracts. By using block and enumeration district data from the census, the fraction of persons from each tract living inside the area was estimated. Then the census data from the Fourth Count computer tapes on population was used by multiplying the selected tracts by the appropriate fraction and summing for the entire area. The results should be quite accurate for the Model Cities area. The other two areas have considerably more error.

The weights used were:

	Tract	Weight
Model Cities	13	1.0000
	14	0.1936
	15	1.0000
	20	1.0000
	21	0.0723
	28	0.0460
	42	0.9037
San Pedro	4	0.11363
	5	0.25046
	6.02	0.05242
	9	0.18192
Los Griegos	32	0.17893
	29	0.52313
	28	0.46100

OBSERVATIONS AND CRITICISM OF FIELD SURVEY QUESTIONNAIRES

1972:

1. The question on speaking Spanish should have been controlled by testing the individual responding by asking him to read paragraphs of varying difficulty.

2. The random-number procedures were not too difficult for the interviewers. It did almost double the training sessions, but afterwards, it was easy to administer.

3. Question #8 had been restricted to people indicating they had used APL. This was a mistake because it eliminated nonusers who might have become users afterwards. The error, however, is probably not great.

4. More questions attempting to find out why the nonuser did not use a library would have been appropriate.

1971:

1. School library use was not questionned and other library use in the Model Cities area was not questionned.

2. Age groupings of respondents should have been more adequately defined.

SAMPLE SELECTION AND DESIGN

The Model Cities area was divided into four zones and the sample was apportioned in accordance with 1970 Census information on housing in each zone. Zones were not made for the Los Griegos or San Pedro areas.

Next, all addresses or apartments listed in New Mexico Hudspeth's Albuquerque City Directory: 1970 that were within the areas were assigned sequential numbers. The sample then was drawn using a random number table. Thus, each dwelling unit represented a cluster of observations.

ESTIMATION OF STANDARD ERRORS

Standard errors of some of the most important estimates are provided in tables following this section.

Since there is significant dependence or likelihood of some similarity in responses by members of the same family, the binomial formula for estimating the standard error of the mean estimates is incorrect. Instead, the ratio fomula* below is applied.

$$s.e.(P_A) = \sqrt{\frac{1 - f_A}{n_A \bar{m}_A^2} \cdot \frac{\sum_i a_{iA} - 2P_A \sum_i a_{iA} m_{iA} + P_A^2 \sum_i m_{iA}^2}{n_A - 1}}$$

where

f_A = finite population adjustment - proportion of total population in age group A sampled

A = age group--where referring to entire population A subscripts are eliminated.

n_A = number of families having members in age group A

P_A = percentage of age group doing activity in question

i = refers to ith family

a_{iA} = number of members of ith family of age group A doing activity in question

m_{iA} = number of members of ith family of age group A

$\bar{m}_A$ = mean number of persons in age group

*Cochran, William G., Sampling Techniques, 2nd Edition, (John Wiley and Sons, 1965) pp. 64-67.

Mean number of persons in age group:

$$\bar{m}_A = \sum_i m_{iA}/n_A$$

Percentage of age group doing activity in question is:

$$P_A = \sum_i a_{iA}/\sum_i m_{iA}$$

WEIGHTING SYSTEM IN SELECTED-PERSON PORTION OF 1972 SURVEY

In order not to bias the answers about attitudes, only one person was asked to respond to any one group of questions in the selected-person portion of the questionnaire.* For instance, a sister's answer should not modify her brother's.

Next, in order to obtain an unbiased estimate of how the entire population under consideration would respond, each person's response was weighted by the inverse of his probability of being chosen. As a practical matter this always equaled the:

1. Number of persons in the family not three to five years old for the random person's portion.

2. Number of library users in the family not three to five years old for the selected-users portion.

3. Number of nonusers in the family not three to five years old for the nonusers portion.

*See 1972 field survey questionnaire in this volume.

DERIVATION OF 1970 MODEL CITIES LIBRARY USE ESTIMATES

Since the study was commissioned after the existence of MCLS, it was necessary to project backwards in order to estimate the 1970 usage patterns of the Albuquerque Public Library. It was assumed:

1. That 1970 APL use by MNA residents was very similar to the 1971 pattern.

2. That the people in 1972 found using an "Other" library along with MCLS would have been found using only the "Other" in 1970. (This assumption tends to inflate the 1970 projection.)

3. That the people using only an "Other" library in 1972 would have been doing so in 1970. There were none in this category.

There are several pieces of evidence which bear on these assumptions.

1. Respondents had been asked if they used APL in 1970 and found a lower overall usage pattern than in 1971. However, this could have been due to previous users moving out of the area and bad recall. At best this latter evidence does not contradict the assumption of a similar usage pattern.

2. From the same question it was determined that only about 2.2 percent of the 1970 APL users who still lived in the MNA in 1971 were not still using the APL in 1971. Thus, no strong substitution away from APL had occurred in the first year of MCLS service.

3. The percentage of all age groups using an "Other" library in 1972 was quite small. Thus, for the assumptions related to other-library use to significantly throw the projection off, large number of 1970 "Other" library users would have had to "return home" and only use the MCLS once it was formed. The largest "Other" library usage is found with 19-25 year olds with some college. Presumably these are college students using their library.

Thus, the figures used as the 1970 projection are the 1971 APL usage pattern added to the 1972 percentages of users of "Other" libraries who were not also using APL.

MCLS STAFF
(As of November 10, 1972)

Brooker, Valerie (26). Director since November 1972. Previously, Assistant Director. Before coming to MCLS, worked as a summer VISTA designing a library outreach program and has been a social worker. Masters of Library Science from University of Wisconsin.

Cordero, Inez (27). Clerk typist since November 1970. High school graduate. Had held previous office clerk positions.

Dominguez, Beatrice E. (24). Clerk typist since April 1971. High school graduate and studied accounting for nine months. Previous office clerk and sales person experience.

Durr, Myra W. (53). Library trainee. High school graduate and had studied to be a beautician. Previous experience as a receptionist and in food catering. Since joining MCLS, has completed 17 hours toward her B.A.

Lujan, Frances (21). Library Trainee. High school graduate. Previous experience as an office clerk, dance instructor and library aid while a senior in high school. Has attended various library training seminars and completed 38 hours toward her B.A.

Montano, Mary Frances (33). Secretary. Had completed ninth grade and fifteen months at Albuquerque Business School. Previous experience as cashier and waitress. Now taking a correspondence course in library science and has received some reference training at Albuquerque Public Schools.

Quintana, Evangelina (37). Library trainee. High school graduate. Previous experience as a clerk typist and teacher's aide. Since joining MCLS, has completed 33 hours toward her B.A.

Silva, Roy T. (26). Custodian and watchman. Completed 11th grade. Previous experience as carpenter, blanket weaver and assembler.

Part-Time Staff:

Anaya, Roni (17). Library aid. High school senior. Previous experience as a custodian's aid.

Gonzales, Dorothy (18). Library aid. High school senior. Previously clerk typist.

Martinez, Paul (16). Library aid. High school senior. No previous job experience.

Sandoval, Carmen (18). Library aid. High school senior. No previous job experience.

CATALOG OF MCLS FILMS

Subject listing of adult films:	Producer
ALCOHOL	
Alcohol And You	BFA
American Alcoholic, Part I & II	MH
Henry-Boy of the Barrio	BFA
Time for Decision	MH
Secret Love of Sandra Blain	HF
Verdict at 1:32	NE
BLACK HISTORY AND CULTURE	
Aretha Franklin: Soul Singer	MH
Black History - Lost, Stolen or Strayed	BFA
Black & White Up Tight	BFA
Blind Gary Davis	MH
Body & Soul, Part I & II	BFA
Evan's Corner	BFA
Harriet Tubman & the Underground Railway	MH
Harvest of Shame	MH
I Have A Dream	BFA
Joshua	ACI
J T	Carousel
Martin Luther King from Montgomery to Memphis	BFA
Operation Bootstrap	EB
Rapping with Reverend Jesse James	J&M
Time for Burning	MH
Tribute to Malcolm X	NET
World of Julian Bond	NET
CHICANO HISTORY AND CULTURE	
And Now Miguel	NAV
Chicano From the Southwest	EB
Chicano	MH
Chicano	BFA
Cortez and the Legend, Part I & II	MH
The Day Manolete Died	FI
Death in the Afternoon	MH
Henry-Boy of the Barrio	BFA
Drop Out Now-Pay Later	HA
Hispanic Series: Life in the City	WC
Heritage	
Arts & Crafts	

Chicano History and Culture Con't	Producer
Huelga	MH
I am Joaquin	TC
Los Compadres	LC
Mexican American Culture - Its Heritage	CG
Mexican Americans - The Invisible Minority	FS
Mexican Hand Craft & Folk Art	NET
Mexico-Tierra de Color y Con Traste (Spanish)	NV
The Most Hated Man in New Mexico	NBC
North from Mexico	GP
Pueblo Anduluz (Spanish)	EB
Siqueiros - El Maestro	EBE
Tierra O Muerte	JL
DRUGS	
Drug Abuse - The Chemical Bomb	FDI
11:59, Last Minute to Choose	PY
Hooked	CH
LSD - A Trip to Where	MH
Marijuana, The Great Escape	BFA
Not Me	MH
Rapping with Reverend Jesse James	J&M
HISTORY	
The Age of Kennedy	MH
American Time Capsule	PY
Ghost Towns of New Mexico	Ragland
Hands of Maria	RMI
Harvest of Shame	MH
Hispanic Series	WC
Home of the Brave	PY
How the West was Won, and Honor Lost	MH
Huelga	MH
Ishi in Two Worlds	MH
Martin Luther King from Montgomery to Memphis	BFA
Nanook of the North	MH
The Sixties	PY
World of 68	PY
World of Julian Bond	NET
INDIAN HISTORY AND CULTURE	
Ballad of Crowfoot	MY
Hands of Maria	RMI
Home of the Brave	PY
How the West was Won, and Honor Lost	MH

Indian History and Culture Con't	Producer
Ishi in Two Worlds	MH
Lament of the Reservation	MH
Nanook of the North	MH
The Navajos - Children of the Gods	WD
Treaties Made, Treaties Broken	MH
OCCUPATION AND HEALTH	
Balance Your Diet for Health and Appearance	CR
Consumer Education Budgeting	BFA
Drop Out Now-Pay Later	HA
Jobs & Continuing Education: Ernie Rodriques Hates School	MH
Mechanical Supervisor	MH
Have a Healthy Baby	CH
RECREATION AND EDUCATION	
Aunt Clara's New Hat	MH
Calypso Singer	MH
Chickamauga	MH
Death in the Afternoon	MH
Dinosaurs: Age of the Terrible Lizard	EB
Dylan Thomas: A Child's Christmas in Wales	MH
Ghost Towns of New Mexico	Ragland
Glass	MH
The Hand	MH
Hand in Hand	BB
The Hangman	MH
The Hat: Is This War Necessary	MH
Kittens are Born	MH
Helen Keller	--
Little Blue and Little Yellow	MH
Magic of Disneyland	WD
Masque of the Red Death	MH
The Nature of Things: The Camel (Spanish)	WD
Occurrence at Owl Creek Bridge	MH
Overture Nyitany	MH
Paddle to the Sea	MH
Red Balloon	CCM
River Boy	--
Secret in the Hive	MH
Sixth Continent	MH
The Sixties	PY
Sixty Cycles	MH
Ski the Outer Limits	PY

Recreation and Education Con't	Producer
Still Waters	MH
The Toymaker	MH
Toys	MH
Time Piece	MH
The Wall	MH
World of '68	PY

CHILDRENS FILMS

The children's films are listed below. The running time is six to twelve minutes. Most are in color. A separation is made between Spanish language films and English films. The films are available from Coronet Films, Walt Disney and Weston Woods.

Spanish Films for Children

Little Red Hen
Hansel & Gretal
Mr. & Mrs. Robin's Family
Make Way for Ducklings
Circus Baby
Stone Soup
- Ten Little Indians
Lentil
Ugly Duckling
Five Chinese Brothers
The Little Engine that Could
- The Old Woman and the Shoes
El Gallito Que Hace Salir El Sol
Andy and the Lion
Red Carpet
El Pequeno Hiawatha
El Trencito
Nature of Things: The Camel
Ferdinand The Bull

English Films for Children

Aesop's Fables
Aunt Clara's New Hat
Calypso Singer
Christmas Cracker
Cow that Fell in the Canal

- Not stories, these films are aids to understanding numbers.

English Films for Children Con't

Curious George Rides A Bike
Custard the Dragon
Drummer Boy
Easy If You Know How
Evan's Corner
Fox Went Out on a Chilly Night
Froggy Went A Courting
Georgie
Great Toy Robbery
Harold and the Purple Crayon
Hispanic Series
I'm No Fool in Water
I'm No Fool with a Bike
The Insects
Little Blue and Little Yellow
Mike Mulligan & His Steam Shovel
The Musical Pig
Noah's Journey
One Wide River to Cross
Owl and the Pussy Cat
Pancho
Peter and the Wolf
Rich Cat - Poor Cat
Toot Whistle Plunk and Boom
Wheel on the Chimney

The children's films listed below are Weston Woods film cartridges. They require a Technicolor 1000 projector.

Alexander & His Car
Blueberries for Sal
Camel who Took a Walk
Curious George Rides a Bike (Spanish)
Doughnuts from Homer Price
Drummer Hoff
Five Chinese Brothers
Happy Owls
Little Red Light (Spanish)
Make Way for Sal
Mike Mulligan and His Steam Shovel (Spanish)
Millions of Cats (Spanish)
Over in the Meadow
Snowy Day

Story of Ping (Spanish)
The Little Match Girl
Whistle for Willie

LIST OF FILM PRODUCERS

ACI	ACI Films 35 West 45th Street New York, New York 10036
BB	B'nai Brith 315 Lexington Avenue New York, New York 10016
BFA	Bailey Film Associates 2211 Michigan Avenue Santa Monica, California 90406
Carousel	Carousel Films 1501 Broadway New York, New York 10036
CCM	CCM Films, Inc. 600 Grand Avenue Ridgefield, New Jersey 07657
CG	Communications Group West 6430 Sunset Blvd. Hollywood, California 90028
CH	Churchill Films 622 North Robertson Blvd. Los Angeles, California 90069
CR	Coronet Films 65 E South Water Street Chicago, Illinois 60610
EB	Encyclopedia Britannica Department 10A 425 Michigan Avenue Chicago, Illinois 60610

FDI	Film Distributors 2223 South Olive Street Los Angeles, California 90007
FS	Field Services Audio-Visual Center Indiana University Bloomington, Indiana 47401
GP	Greenwood Press 51 Riverside Avenue Westport, Connecticut 06880
HA	Handel Films 8730 Sunset Blvd. West Hollywood, California 90069
HF	Hollywood Film Enterprises 6060 Sunset Blvd. Hollywood, California 90028
JL	Jeff Lewin 17 South First Street Minneapolis, Minnesota 55401
J&M	Jarrett & MacCarthy Box 4371 Berkeley, California
LC	Los Campadres Film Project Box 2241 Boulder, Colorado
MH	McGraw Hill 330 West 42 Street New York, New York 10036
NAV	National Audio-Visual Center Washington D.C. 20409
NE	Narcotics Education, Inc. Box 4390 Washington, D.C. 20012

NET	Audio-Visual Center Indiana University Bloomington, Indiana 47401
NV	Neubacher Vetter 1750 Westwood Blvd. Los Angeles, California 90024
PY	Pyramid Films Box 1048 Santa Monica, California 90406
Ragland	J. D. Ragland 3312 Valley Haven Court, N. W. Albuquerque, New Mexico
TC	Teatro Campesino P. O. Box 2302 Fresno, California 93720
WC	Western Cine Service, Inc. 312 South Pearl Denver, Colorado 80209
WD	Walt Disney 800 Sonora Avenue Glendale, California 91210
WW	Weston Woods Weston, Connecticut 06880

1971 SURVEY INSTRUMENTS

MODEL NEIGHBORHOOD AREA
LOS GRIEGOS AREA
SAN PEDRO AREA

GENERAL INSTRUCTIONS

1. Questions or items flagged "****" are to be asked in Chicano households only. The one flagged "++++" should be asked only of Blacks.

2. Boxes indicate that a check mark is desired; lines indicate that a number or, where appropriate, a word is wanted.

3. It is immediately obvious that we made little effort to word the questions in language that would best communicate with many MNA residents. Educational levels vary considerably in the area; the phraseology that might be best for the less educated could easily give the more literate, articulate resident the impression that he were being talked down to or patronized. It is thus left up to the interviewer to ask the questions in the most suitable language for each interview.

4. Most questions are followed by a list of categories with boxes or lines to be checked or filled in. Except in the case of Part III, question 4, it is permissible to suggest these if you feel this will stimulate discussion or help jog the memories of the interviewees. This should be done only if it seems absolutely necessary, however, as the danger of "leading" is great. If one category is mentioned, probably all should be to avoid the possibility of selective suggestion.

5. In sections II and III, as well as in the tables, it is important that we know exactly which data is provided directly by the individual family member and which is second-hand (reported by one individual for another; i.e., a mother for her child, etc.). First-hand data is always most desirable; however, in the case of young or very inarticulate children, or for individuals who simply cannot be reached after several call-backs, second-hand data is acceptable. It should be clearly marked as such by entering it on the same line with the first-hand data and circling it.

   For example, suppose that you are interviewing a family of five. Mother, father, and one child are present. Two children are gone for the rest of the summer so there is no chance to interview them directly. Suppose you were to ask, "How many of you have visited the LMCC or the LMCC Bookmobile in the past year?" The answer is that Mom and Dad have not and the child who is present has. Mom says that of the two children who are absent, one has visited the Bookmobile, but she doesn't think that the other one has visited any of the LMCC facilities. The question

would be answered as follows:

How many of you have visited the LMCC
or the LMCC Bookmobile in the past year? 1 (1)

6. The following instructions for the tables indicate the categories and kinds of answers we need.

   a. Instructions for Table 1.

      Years of schooling:
      Academic--indicate grade for grades 1-12, college as 12+.
      Vocational/Technical--indicate number of months.
      Circle answer if individual is still in school.

   b. Instructions for Table 2.

      For question 1, indicate the following ranges:
      0
      1-3
      4-10
      11+

      For questions 2 and 3, indicate one of the following:

      0 = Never
      0-50% = Less than $\frac{1}{2}$ the visits
      50% = More than $\frac{1}{2}$ the visits

MODEL NEIGHBORHOOD AREA

LIBRARY MATERIALS AND CULTURAL CENTERS SURVEY

Address _____
Code # _____
Control # _____ Serial # _____

Zone # _____
Location # _____

Questionnaire completed on visit:

One ☐ Two ☐ Three ☐

If not completed, indicate reason and household members not contacted (by the categories listed in Tables within).

Interviewer's Comments (continue on the back if necessary).

I. General Family Characteristics (complete Table 1).

1. Indicate ethnic group. (Answer this question yourself. Do not ask it aloud. If more than one group is represented, use your own judgment as to which is most appropriate.)

Chicano ☐ Black ☐ Other ☐

****2. What languages do you use around the home?****

☐ Spanish Only ☐ English Mostly

☐ Spanish Mostly ☐ English Only

3. How many books do you have in the home (excluding school-books, but including paperbacks)?

	English	****Spanish****
0-2	☐	☐
3-10	☐	☐
11-25	☐	☐
25+	☐	☐

TABLE 1

TABLE 2

#1 In the past year, how often have you visited each of the following libraries?

#2 How often did you borrow books or other materials when you visited the libraries?

#3 The first Model Cities Library opened in April of 1970. Before that time, how many times a year did you visit the Albuquerque Public Library?

Individuals	Years of Academic Schooling	Months of Technical/ Vocational Schooling	Albuquerque Public Library #1	Albuquerque Public Library #2	Albuquerque Public Library #3	The First Model Cities Library (on Lead Ave) #1	The First Model Cities Library (on Lead Ave) #2	The Second Model Cities Library (on Broadway) #1	The Second Model Cities Library (on Broadway) #2	LMCC Bookmobile #1	LMCC Bookmobile #2	
Father (check if present ☐)												Father
Mother (check if present ☐)												Mother
Other Adults present (household members only) 1												Other Adults Present
2												1
3												2
4												3
												4
Children under 6 years 1												
2												1 Children under 6 years
3												2
4												3
5												4
												5
Children 6-13 years 1												
2												1 Children 6-13 years
3												2
4												3
5												4
												5
Children 14-18 years 1												
2												1 Children 14-18 years
3												2
4												3
5												4
												5

II. Patterns of Library Use (complete Table 2)

1. (Ask of those who have visited either Model Cities Library, or the Bookmobile).

   a. What materials did you look at or use on these visits?
   b. What materials did you check out for use at home? (Indicate number of responses to each item).

	a		b	
	English	****Spanish****	English	****Spanish****
Hardcover books	_____	_____	_____	_____
Paperback books	_____	_____	_____	_____
Newspapers	_____	_____	_____	_____
Magazines	_____	_____	_____	_____
Comic books	_____	_____	_____	_____
Other printed materials (specify)	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
Films	_____	_____	_____	_____
Records	_____	_____	_____	_____
Tapes, Cassettes	_____	_____	_____	_____
Toys	_____	_____	_____	_____
Other nonprinted materials (specify)				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

2. How many family members have seen and/or participated in the Model Cities Libraries following special programs?

	Drama	Choir	Arts & Crafts	Film Workshop
Seen	_____	_____	_____	_____
Participated	_____	_____	_____	_____

3. How do each of you usually get to the Model Cities libraries?

Walk_____ Bicycle_____ Bus_____ Car_____
Other (specify)_____

III. Opinions, Attitudes about Libraries.

1. If you were in charge of the Model Cities library program, which of the following kinds of materials would you provide more of? less of? about the same amount of? (Indicate number of responses in each category.)

a. Type of Material	More	Same	Less
Hardcover books	_____	_____	_____
Paperback books	_____	_____	_____
Newspapers	_____	_____	_____
Magazines	_____	_____	_____
Comic books	_____	_____	_____
Other printed materials (specify)_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Films	_____	_____	_____
Records	_____	_____	_____
Tapes, Cassettes	_____	_____	_____
Toys	_____	_____	_____
Special Events	_____	_____	_____
Other nonprinted Materials (specify)			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

b. Type of Subject Matter

	More	Same	Less
Vocational information	_____	_____	_____
****Southwest & Chicano History & Literature	_____	_____	_____
****Materials in the Spanish Language	_____	_____	_____
++++Black History & Literature	_____	_____	_____
Other subjects of special interest to you (specify)			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. Are the Model Cities library facilities hard for you to use for any of the following reasons?

	Center	Bookmobile
Location	_____	_____
Hours	_____	_____
Book return deposit boxes	_____	_____
Timing of special events	_____	_____
Publicity for special events	_____	_____
Other (Specify)		
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. In what ways do you like the Model Cities Libraries (MCL) better than the Albuquerque Public Library (APL), and in what ways do you like APL better than the MCL? (Indicate numbers of responses to each category. Try to stimulate discussion with this question. The responses will probably be much more varied than the categories listed below.)

	Prefer the MCL	Both About the Same	Prefer the APL
Variety of materials			
Has more materials on the subjects that interest me most			
Staff more competent			
Staff friendlier			
Relaxed atmosphere			
****Staff speaks Spanish****			
More chance of meeting friends			
Other (specify)			
_____			
_____			
_____			
_____			
_____			
_____			
_____			

4. (Ask of those 14 and older. Record the responses of those 14-25 and 25+ separately. Use your own judgement in determining ages. Do not ask. An approximation will be adequate. Indicate number of responses to each category. The categories below are listed for convenience in coding the answers. Do not, under any circumstances, suggest one of these). Should the Model Cities Libraries program be continued by some means after the Model Cities Program itself is completed?

	Age	
	14-25	25+
yes	___	___
no	___	___

If the answer is "yes", who should support the continued operation of the libraries?

	Age	
	14-25	25+
City of Albuquerque	___	___
Model Cities residents should devise some means to support it themselves	___	___
Federal government should continue to support	___	___
State government	___	___
Don't know	___	___
Other (specify)	___	___
_____	___	___
_____	___	___
_____	___	___
_____	___	___

5. Do you have any general suggestions or comments about the Model Cities Library Program, the Albuquerque Public Library? about what you like or dislike about them and what can be done to improve them? (Try to stimulate discussion here. Use the back of the page if necessary.)

LOS GRIEGOS AREA

SURVEY CONCERNING THE LIBRARY MATERIALS AND CULTURAL CENTER

I. Design of the Questionnaire

A. The purpose of the survey is to determine the effectiveness of the Library Materials and Cultural Center (LMCC) in providing services to and meeting the needs of the residents in the Model Neighborhood Area (MNA). The objective of the survey will dictate the questionnaire design.

B. The questionnaires will be in Spanish and in English.

C. Interviewers will be given training sessions in order to acquaint them with the MNA and the theory and techniques of interviewing.

D. The interviewers will be bilingual.

E. The work of each interviewer will be regularly reviewed.

II. Sampling Procedure

A. The samples will be drawn from a listing of property in the MNA. The list is based on a city-wide inventory of property completed in 1967 by the City of Albuquerque's Planning Department through a Community Renewal Program (CRP) grant.

B. The property listing may be stratified for sampling purposes.

C. Properties will be selected at random in order to calculate the desired estimates and errors of estimates.

D. Error specifications will be adopted in order to determine the sample size.

E. The sample results will be analyzed in order to determine the effectiveness of the LMCC in meeting the needs of the MNA residents.

I. General Family Characteristics (complete Table 1).

1. Indicate ethnic group. (Answer this question yourself. Do not ask it aloud. If more than one group is represented, use your own judgment as to which is most appropriate.)

Chicano ☐ Black ☐ Other ☐

****2. What languages do you use around the home?****

☐ Spanish Only ☐ English Mostly

☐ Spanish Mostly ☐ English Only

3. How many books do you have in the home (excluding school-books, but including paperbacks)?

	English	****Spanish****
0-2	☐	☐
3-10	☐	☐
11-25	☐	☐
25+	☐	☐

#1 In the past year, how often have you visited each of the following libraries?

#2 How often did you borrow books or other materials when you visited the libraries?

Individuals		Years of Academic Schooling	Months of Technical/ Vocational Schooling	Los Griegos Library #1	Los Griegos Library #2	Other Library* #1	Other Library* #2	Other Library* #1	Other Library* #2
Father- check if present ☐									
Mother- check if present ☐									
Other Adults present (household members only)	1								
	2								
	3								
	4								
Children under 6 years	1								
	2								
	3								
	4								
	5								
Children 6-13	1								
	2								
	3								
	4								
	5								
Children 14-18	1								
	2								
	3								
	4								
	5								

*Indicate the name of the library in the space just below "Other Library".

II. Opinions and Attitudes about Libraries.

1. How do each of you usually get to the Los Griegos Library?

   Walk____ Bicycle____ Bus____ Car____

   Other (specify)_____

2. Which of the following materials would you like to see more of? less of? about the same amount? Also include materials that may not now be available at the Los Griegos Library. (Responses here should appear in the More category).

a. Type of Material	More	Same	Less
Hardcover books	_____	_____	_____
Paperback books	_____	_____	_____
Newspapers	_____	_____	_____
Magazines	_____	_____	_____
Comic books	_____	_____	_____
Other printed materials (specify)_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Films	_____	_____	_____
Records	_____	_____	_____
Tapes, Cassettes	_____	_____	_____
Toys	_____	_____	_____
Other nonprinted Materials (specify)			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

b. Type of Subject Matter

	More	Same	Less
Vocational information	_____	_____	_____
****Southwest & Chicano History & Literature	_____	_____	_____
****Materials in the Spanish Language	_____	_____	_____
++++Black History & Literature	_____	_____	_____
Other subjects of special interest to you (specify)			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. Is the Los Griegos Library facility hard for you to use for any of the following reasons?

	Center	Bookmobile
Location	_____	_____
Hours	_____	_____
Book return deposit boxes	_____	_____
Other (specify)		
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. Do you have any general suggestions or comments about the Los Griegos Library? about what you like or dislike about it and what can be done to improve it? (Try to stimulate discussion here. Use the back page if necessary.)

SAN PEDRO AREA

I. General Family Characteristics (complete Table 1).

1. Indicate ethnic group. (Answer this question yourself. Do not ask it aloud. If more than one group is represented, use your own judgment as to which is most appropriate.)

Chicano	Black	Other
☐	☐	☐

2. How many books do you have in the home (excluding schoolbooks, but including paperbacks)?

0-2	☐
3-10	☐
11-25	☐
25+	☐

#1 In the past year, how often have you visited each of the following libraries?

#2 How often did you borrow books or other materials when you visited the libraries?

Individuals		Years of Academic Schooling	Months of Technical/ Vocational Schooling	San Pedro Library		Other Library*		Other Library*	
				#1	#2	#1	#2	#1	#2
Father- check if present ☐									
Mother- check if present ☐									
Other Adults present (household members only)	1								
	2								
	3								
	4								
Children under 6 years	1								
	2								
	3								
	4								
	5								
Children 6-13	1								
	2								
	3								
	4								
	5								
Children 14-18	1								
	2								
	3								
	4								
	5								

*Indicate the name of the library in the space just below "Other Library".

II. Opinions and Attitudes about Libraries.

1. How do each of you usually get to the San Pedro Library?

   Walk _____ Bicycle _____ Bus _____ Car _____

   Other (specify) _____

2. Which of the following materials would you like to see more of? less of? about the same amount? Also include materials that may not now be available at the San Pedro Library. (Responses here should appear in the MORE category).

   a. Type of Material

	More	Same	Less
Hardcover books	____	____	____
Paperback books	____	____	____
Newspapers	____	____	____
Magazines	____	____	____
Comic books	____	____	____
Other printed materials (Specify)			
_____	____	____	____
_____	____	____	____
_____	____	____	____
Films	____	____	____
Records	____	____	____
Tapes, Cassettes	____	____	____
Toys	____	____	____
Other nonprinted Materials (specify)			
_____	____	____	____
_____	____	____	____
_____	____	____	____

3. Is the San Pedro Library facility hard for you to use for any of the following reasons?

Location	_____
Hours	_____
Book return deposit boxes	_____
Other (specify)	
_____	_____
_____	_____
_____	_____

4. Do you have any general suggestions or comments about the San Pedro Library? about what you like or dislike about it and what can be done to improve it? (Try to stimulate discussion here. Use the back of page if necessary.)

1972 SURVEY INSTRUMENTS

MODEL NEIGHBORHOOD AREA
IN-LIBRARY

GENERAL INSTRUCTIONS
LMCC Survey--July 1972

1. Don't be pushy, but be firm. Phrase the questions in either Spanish or English and in a way that the people will understand. However, be very careful not to prejudice the way you state the question and its possible answers. Don't assume what the answer will be.

2. Many times people will be very friendly. Do not put them off. It may even happen that a person insists on being interviewed, even when he has not been selected. If so, interview him, but mark the questionnaire "unscheduled." We will review it for interesting comments but will not include it with the other data.

3. Each interviewer will be furnished with a letter of introduction. This can be shown to anyone who questions your authorization to conduct the survey.

4. If people ask for whom you are working or for whom the research is being done, you may say that the Bureau of Business Research is doing the survey. Do not say that it is a federal contract.

5. Work only afternoons and evenings (before 9:00 p. m.) and in stretches of not less than two hours.

6. The first fime you are able to find someone home you should ask the questions on page 1, list the members of the family, and select the random person (X). If fewer than 2/3 of the family is home only ask the questions in the table of those who are home. If one of them is the random person (X), then ask him the questions for person X in part II. Then make arrangements to return when the rest will be there. Only for children aged 4-5 or after about 2/3 of the family has been directly interviewed will secondhand answers to the questions in the table be accepted. However, never ask the attitudinal questions on part II of anyone except the selected person himself.

7. Under no circumstances ask an adult's age. If he's not present or you can't guess his age, leave that box blank.

8. Where "0" or "1" is called for as an answer, these will always be: 0 = no; 1 = yes.

9. Questions or items flagged "****" are to be asked in Chicano households only. (#2 part I, #7 (item) part II)

10. A map will be furnished outlining the MNA. When asking question 5 of part I, if the family didn't live in the same place last year, then ask in what part of town they lived. In borderline cases refer to the map to accurately discern whether they lived inside the MNA a year ago. However, try to avoid asking the specific house number if possible. There is no reason we need to know it.

11. In selecting persons X and Y don't select any children 4-5 years old. If your person X is a child 6-13 years old, then rephrase possible answers 5 and 6 of part II to:

    A. It would be a good thing
    B. It wouldn't matter much
    C. It would be a bad thing
    D. Don't know

LMCC SURVEY
June-July 1972

Interviewer Instructions

Random Numbers

The purpose of the random numbers (1 to 17) is to randomly select, if possible, two persons in each family: one library user and one nonuser. Also, one of these two will serve double duty as the randomly selected "member of the family" to whom an extra set of questions will be asked. The first person you select will be the representative of the users or the nonusers, depending on which he happens to be. He will also be the "random family member." The second person selected will be from the opposite category if there are any persons in that group. If the opposite group has no person then no second person will be selected in that family.

After you complete the Table,

1. Identify each family member by whether he uses some library or not by placing a circle around the ID # of each person who has visited some library, i.e., APL, MNAL I or II, the Bookvan, or some other library. Do not circle if the only library visited was a school library.

2. Using the random numbers given on the Table, place a "X" next to the lowest random number that actually has a family member listed. Ignore blanks.

Example: ID # "p" has random number 1 but is a blank, so look for random number 2. Random number 2 goes with ID # "e" and there is a person there. Mark a "X" next to "e."

3. Observe whether the selected person ("e") uses libraries or not (is circled or not). If he is a user, i.e., is circled, then your next problem is to randomly select one of the nonusers, i.e., a non-circled person. Select the nonuser who has the lowest random number of the nonusers, if there is one. If "e" is a nonuser, select a user.

Example: "e" is a user. Assume "a," "f" and "k" are nonusers and their random numbers are 14, 5 and 4,

respectively. Since "k" has the lowest random number, select "k." Place a "Y" next to "k's" random number.

If "e" is a nonuser, select a user with the lowest random number of the users and place a "Y" by that random number.

If there are no individuals in the opposite category of "e," there will be no "Y."

Each of the questions in Part II will indicate which of these two persons should be asked. It is very important to ask only that person. If that person is not home, do not substitute someone else to ask! Go on to the nearest question that should be asked of someone else. After completing everything you can, inquire about when the missing person will be home. Try to set up a good time to try to see him.

SPECIAL INSTRUCTIONS
LMCC Survey
June-July 1972

1. Question #1, part II in the Random Person's Portion (X).

   AB--This is a subjective question as most people have not used the bookvan. We are trying to see how much resistance there is to the idea of going to a bookvan. So ask the people to pretend that a bookvan comes to their vicinity regularly, then under that circumstance:
   - A: It would be fairly easy to be there when it makes a stop
   - B: It would be too much bother to be there when it stops

   CD--This is a question about the actual Model Cities bookvan, El Unico. Ask them from what they know about the bookvan, if
   - C: It has a regular, reliable schedule
   - D: You don't know when or where it will come

   EF--Except for the few people who use the bookvan, this question is an effort to measure people's preconceptions about what type of book selection the Model Cities bookvan has. Ask them: "If you went to the bookvan, would you anticipate that it would have:"
   - E: A good selection of books
   - F: A bad selection of books

2. Question #7, part II in the Selected Users Portion.

   Most of the people that you ask this question of will have actually visited only one of the two libraries. For these people we are trying to measure their preconceptions about the other library compared to the one they have visited. The assumption is that in most cases they may have passed its window, talked with relatives or friends about it, been in a similar one, been in it a long time ago, etc. However, do not force an answer. If the person just has no idea of how the other library might be then any comparison would be meaningless. Thus, particular items, or if necessary, the entire question #7 may be left blank if the person indicates

that he just can't compare. However, remember we are trying to discover their preconceptions so don't let them skip it too easily.

3. It is very important to effectively indicate to the people that we have no particular desire to obtain any particular answer to the attitudinal section of the questionnaire. We really want to know what their feelings are.

THE UNIVERSITY OF NEW MEXICO | ALBUQUERQUE, NEW MEXICO 87106
BUREAU OF BUSINESS RESEARCH
505 277-2216

STUDY OF LIBRARY SERVICES TO CITIZENS OF ALBUQUERQUE

This is to certify that_____ is an employee of the University of New Mexico, participating in a study of Public Library services. Your answers to our questions will help your library to serve you better. All answers will be kept completely private, and will be combined with information from other homes for a report on this subject.

Thank you very much for your cooperation.

La presente certifica que_____ está empleado por la Universidad de Nuevo Méjico, participando en un estudio de servicios de la biblioteca pública. Sus respuestas a estas preguntas ayudarán su biblioteca para servirles mejor. Todas sus respuestas serán en secreto, y serán combinadas con la información de las familias de esta vecindad para un estudio en este tópico.

Muchas gracias por su cooperación.

Lee B. Zink Director
Bureau of Business Research
ISRAD
The University of New Mexico

LIBRARY MATERIALS AND CULTURAL CENTERS
SURVEY
June-July 1972

Address _____
Code # _____
Control # _____

Zone # _____
Location # _____
Serial # _____

Visits Made: Time

☐ one ____ ☐ refusal

☐ two ____ ☐ incomplete

☐ three ____ ☐ complete

☐ four ____ ☐ complete except for some individual opinion questions

Interviewer's Comments (continue on the back if necessary):

I. General Family Characteristics (complete Table)

1. Indicate ethnic group. (Answer this question yourself. Do not ask it aloud. If more than one group is represented, use your own judgment as to which is most appropriate.)

☐ Chicano ☐ Black ☐ Other

****2. What languages do you use around the home?****

☐ Spanish Only ☐ English Only

☐ Spanish Mostly ☐ English Mostly, but some Spanish

☐ Both Equally ☐ Other

3. How many books do you have in the home (excluding schoolbooks, but including paperbacks)?

☐ 0-2 ☐ 11-24

☐ 3-10 ☐ 25+

4. How many newspapers or magazines are received in the mail or brought home by family members weekly? (not counting the Model Cities program newspaper)

☐ 7 or more a week ☐ 1-2 a week

☐ 3-6 a week ☐ none or very few

5. Did your family live at this address one year ago?

☐ yes ☐ no

If no, did your family live in the MNA area one year ago?

☐ (0, 1)

Individuals	Random #'s	I.D. #	Personally Present (0, 1)	Sex (M, F)	Age Code	Years of Schooling	Reads Spanish (0, 1)	Model Cities Library: APL #1	APL #2	306 Lead SE or 1025 Broadway SE #1	306 Lead SE or 1025 Broadway SE #2	306 Lead SE or 1025 Broadway SE #3	1607 Broadway SE #1	1607 Broadway SE #2	1607 Broadway SE #3	M.C. Bookvan	School Library	Other Library*		
Adults	12	a															x		a	Adults
	2	b															x		b	
	8	c															x		c	
	9	d															x		d	
	4	e															x		e	
	11	f															x		f	
Children: 4-5 yrs old	5	g			4	x													g	Children 4-5 yrs old
	10	h			4	x													h	
	6	i			4	x													i	
6-13	16	j			6	x													j	6-13
	3	k			6	x													k	
	14	l			6	x													l	
	17	m			6	x													m	
	13	n			6	x													n	
14-18	15	o			14	x													o	14-18
	7	p			14	x													p	
	1	q			14	x													q	

#1 In the past year, how often have you visited each of the following libraries?

Answer Code:

(0) Never
(3) 1-3
(10) 4-10
(11) 11+

#2 How often did you borrow books or other materials when you visited the library?

Answer Code:

(0) not at all
(1) less than $\frac{1}{2}$ the time
(2) about $\frac{1}{2}$ the time
(3) more than $\frac{1}{2}$ the time

#3 (MNAL Only) When you visited the Model Cities Library, about what percent of the time did you go to see their films?

Answer Code:

See #2

"Read Spanish": Do you ever read books, magazines or newspaper articles in Spanish?

AGE CODE: (18) 18-25 years of age
(26) 26-49 years of age
(50) 50 or older

EDUCATION CODE:

(x) unknown
(0) zero
(1) 1-3
(4) 4-7
(8) 8-11
(12) high sch. grad.
(13) some college

*"Other Library:" Does NOT include APS or private school (12th grade or less) libraries. It DOES include technical vocational, university, church, or non-MC area APL branch libraries.

"Bookvan," "School Library," "Other Library," Use same answer code as for question #1

II. Selected Personal Interviews

R. person:	__inc.	__refused	
R. user:	__inc.	__refused	__no user
R. non-user:	__inc.	__refused	__no non-user

Random Person's Portion (X)

1. With which of each pair of statements about the Model Cities Library's bookvan do you agree (mark an "n" if they cannot answer because of lack of information; "0" if they insist on a middle answer)

☐ A. It's fairly easy to be there when it makes a stop.
B. It's too much trouble to be there when it stops.

☐ C. It has a regular, reliable schedule.
D. You don't know when or where it will come.

☐ E. It has a good selection of books.
F. Its book selection is bad.

**Mark one of the three possible answers below for each of the questions (2, 3, 4):

2--probably at least once a month
1--maybe sometimes (less than once a month)
0--probably not

General Information: If the Model Cities bookvan doesn't have a book about a topic you want then they will make arrangements to bring it back to you the next time they stop in your neighborhood.

2. ☐ If the Model Cities bookvan stopped weekly near your home and you could be sure that it would be there regularly, how often would you use it?

3. ☐ If the Model Cities bookvan showed free full-length movies for both children and adults every summer weekend in the parks and you knew what the movies would be beforehand, how often would you go see them?

4. ☐ If the Model Cities Library were to place paperback books in the community centers, bars, beauty shops, barber shops, and some churches so that you could read them there or cehck them out, how often do you think you would use them?

5. ☐ What would be your opinion if the Model Cities Library closed?

A. It would be a good saving of taxpayers' money.
B. It would not matter much.
C. It would be a serious loss to the community.
D. Don't know.

6. What would be your opinion if both the Model Cities Library closed and the Albuquerque Public Library were moved to its planned new building on 5th and Tijeras?

[ ] A. It would be a good saving of the taxpayers' money.
B. It would not matter much.
C. It would be a serious loss to the community.
D. Don't know.

Selected Users Portion

(For this question we are interested in the opinions of library users only. So, of the two persons selected randomly, choose the circled one to ask.

Try to stimulate discussion with this question. The responses will probably be much more varied than the categories listed below.)

[ ] ID # of person questioned

7. In what ways do you like the Albuquerque Public Library (APL) better than the Model Cities Libraries (MCL), and in what ways do you like the Model Cities Libraries better than the Albuquerque Public Library?

	Prefer the MCL	Both About the Same	Prefer the APL
a. Variety of materials	_____	_____	_____
b. Has more material on the subjects that interest me most	_____	_____	_____
c. Staff more competent	_____	_____	_____
d. Staff friendlier	_____	_____	_____
e. Relaxed atmosphere	_____	_____	_____
****f. Staff speaks Spanish****	_____	_____	_____
g. More chance of meeting friends	_____	_____	_____
h. Has more material of interest to my age group	_____	_____	_____
i. Is better for doing a school paper, research for a paper or to look up some specific information	_____	_____	_____

	Prefer MCL	Both About the Same	Prefer APL
j. Other (specify)			
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____		____	____

(Ask the same person as in question 7, but only if the person uses APL)

8. As you know in two years the main Albuquerque Public Library on Central is going to close and move downtown to Tijeras and 5th. When this happens do you think you will

☐ a. Continue using APL (0 = no, 1 = yes)

☐ b. Start to use the Model Cities Library more 0 = no; 1 = yes)

☐ c. Start to use some other library outside the area more (0 = no, 1 = yes)

☐ d. Start to use the school library more (0 = no, 1 = yes)

☐ Use libraries at
(1) more than now
(2) about the same rate
(3) less than now
(4) not use libraries

(Ask the same person as in question 7)

9. If in two years, when the main Albuquerque Public Library on Cental moves to Tijeras and 5th, the Model Cities Library also closes, do you think you would

☐ a. Use APL at its new location (0, 1)

☐ b. Start to use some other library outside the area more (0, 1)

☐ c. Start to use the school library more (0, 1)

☐ Use libraries at
(1) more than now
(2) about the same rate
(3) less than now
(4) not use libraries

Selected Nonuser's Portion

(Of the two randomly selected individuals, ask these questions of the non-circled one, the nonuser)

☐ Do you know where the Model Cities Library is? (0 = no, 1 = yes)

☐ Did you know that the Model Cities Library has films or movies you can go to see? (0 = no; 1 = yes)

LMCC IN-LIBRARY SURVEYS
August 1972

☐ 1. We need to determine whether you live inside the Model Cities Area. About where do you live? (0 = no; 1 = yes)

☐ 2. How many visits in the last twelve months have you made to this library, here or at either of its locations before it moved here? (Try to make a very close guess)

3. How do you personally feel about libraries in general? Do you feel that they are:. . . .Remember we are talking about libraries in general. (Interviewer: Try to encourage respondents to choose one of the first four choices. Do not volunteer or read the neutral or refusal categories. Use them only if the person is independently insistent on them.)

	Very (1)	Somewhat (2)	Somewhat (3)	Very (4)	Neutral (5)	Refused to Answer (6)
☐	Enjoyable		Dull, Boring			
☐	Useful		Useless			
☐	Easy to use		Hard to use			
☐	Warm, friendly		Cold, Unfriendly			

4. During the times that you have visited this library, what do you borrow, use or do? (3 = more than $\frac{1}{2}$ the time; 2 = $\frac{1}{2}$ the time; 1 = less than $\frac{1}{2}$ the time; 0 = none)

☐ a. borrow films or film equipment, tape recorders, cameras, phonographs, etc.

☐ b. see films

☐ c. borrow or use films about Black, Mexican-American, or Indian culture or heritage.

☐ d. borrow books

☐ e. look at books

☐ f. magazines & newspapers

☐ g. use or borrow books about Black, Mexican-American or Indian culture or heritage

☐ h. play games

☐ i. ask help in solving some problem

☐ j. learn a hobby

☐ k. receive some other service or to attend a special project (macrame belt making, film making, etc.)

☐ l. see friends

☐ m. other (specify)

5. Over the times you have visited this library how do you think its books, films, or services have helped you? (3 = more than $\frac{1}{2}$ the time; 2 = $\frac{1}{2}$ the time; 1 = less than $\frac{1}{2}$ the time; 0 = none)

☐ a. recreation--just having fun and a good time

☐ b. research--to study things for school papers or class projects

☐ c. to look up a particular fact or event

☐ d. to learn about a hobby (cooking, health, or repair work--house, car, bike)

☐ e. to learn more about politics or about other cultures & places

☐ f. to learn more about yourself

☐ g. to enable you to bring stimulating materials to family, friends, or groups to which you belong

☐ h. Other (specify)

6. How do you feel about this library? Do you think it is: (Interviewer: Try to encourage respondents to choose one of the first four choices. Do not volunteer or read the neutral or refusal categories. Use them only if the person is independently insistent on them.)

Very (1)	Somewhat (2)		Somewhat (3)	Very (4)	Neutral (5)	Refused to Answer (6)
☐	Enjoyable		Dull, boring			
☐	Useful		Useless			
☐	Easy to Use		Hard to Use			
☐	Warm, Friendly		Cold, Unfriendly			

7. Before you started to use this library, what did you personally anticipate it would be like? (Interviewer: Try to encourage respondents to choose one of the first four choices. Do not volunteer or read the neutral or refusal categories. Use them only if the person is independently insistent on them.)

Very (1)	Somewhat (2)		Somewhat (3)	Very (4)	Neutral (5)	Refused to Answer (6)
☐	Enjoyable		Dull, boring			
☐	Useful		Useless			
☐	Easy to use		Hard to use			
☐	Warm, friendly		Cold, unfriendly			

If less than 19 years old, ask question #8 and #9:

8. How would you evaluate your school experiences? Do you find them: (Interviewer: Try to encourage respondents to choose one of the first four choices. Do not volunteer or read the neutral or refusal categories. Use them only if the person is independently insistent on them.)

Very (1)	Somewhat (2)		Somewhat (3)	Very (4)	Neutral (5)	Refused to Answer (6)
☐ Enjoyable			Dull, Boring			
☐ Useful			Useless			
☐ Easy			Hard			

9. Has having this library available made any difference in how much you enjoy your school work?

☐ 1. a lot more enjoyable
2. somewhat more enjoyable
3. none--"not really" any difference
4. made school less enjoyable

☐ In how well you do in school?

1. a lot better
2. somewhat better
3. none--"not really"--the same
4. do worse work in school because of library

10. How did you learn about this library?

☐ a. saw it

☐ b. mentioned by a friend

☐ c. Model Neighborhood newspaper

☐ d. Other newspaper

☐ e. TV or radio

☐ f. Heard library staff mention it at a meeting or to you personally

☐ g. Mentioned by a teacher or a school notice

☐ h. Other (specify) _____

☐ 11. Do you ever encourage your friends to use this library (1 = yes; 0 = no)

☐ 12. Are you a teacher? (1 = yes; 0 = no)

13. Before you started to use this library how did you personally feel about using libraries in general? Did you think they were. . . . Remember that we are talking about libraries in general. (Interviewer: Try to encourage respondents to choose one of the first four choices. Do not volunteer or read the neutral or refusal categories. Use them only if the person is independently insistent on them.)

	Very (1)	Somewhat (2)	Somewhat (3)	Very (4)	Neutral (5)	Refused to Answer (6)
☐	Enjoyable		Dull, boring			
☐	Useful		Useless			
☐	Easy to use		Hard to use			
☐	Warm, friendly		Cold, unfriendly			

EVERYBODY:

☐ a. Has having this library made any difference in how much you enjoy reading?
   1. enjoy reading more
   2. not really any difference
   3. made it less enjoyable

☐ b. In how much you read
1. read more
2. read about same amount as before
3. read less

☐ c. Has having this library increased the number of types of material or subjects you read? (0 = no; 1 = yes)

SPANISH LANGUAGE SECTION

☐ Do you speak Spanish? (1 = yes; 0 = no)

☐ If the library had more movies in Spanish, would you really use them more? (1 = yes; 0 = no)

☐ Can you read Spanish? For instance, could you read:

☐ a. This newspaper article in Spanish? (1 = yes; 0 = no)

☐ b. This simple story in Spanish? (1 = yes; 0 = no)

☐ c. This (child's, adult's) comic book in Spanish? (1 = yes; 0 = no)

If the person can read some Spanish:

If the library purchased more materials in Spanish, do you think you would use any of it? (1 = yes; 0 = no for each question)

☐ a. Honestly, probably wouldn't bother to read any more here

☐ b. Books--novelas y libros de ficción.

☐ c. Other books--historia, sciencia, etc.

☐ d. Magazines--revistas

☐ e. Comic books--cuentos

☐ f. Other: what_____

EVERYBODY:

Would you <u>personally</u> attend study groups about:

___ 1. home budgeting--how to manage your money and buy right.

___ 2. Health? what type? _____

___ 3. Hobbies: which? _____

___ 4. Chicano & Mexican cooking

___ 5. Soul cooking

What would you do to improve this library's services?

_____

_____

(when in doubt ask if the respondent is a child; do not ask of an adult, just mark down what appears to be correct)

___ (6) less than 6 years of age
___ (13) 6 through 13
(18) 14 through 18
(25) 19 through 25
(50) 26 through 50
(51) 51 or more

(Not to be asked under any circumstance. Mark down what appears to be correct. If in complete doubt, then mark uncertain.)

___ Race or Culture
___ (m) Mexican, Chicano, Mexican-American
(w) White or Anglo
(b) Black
(u) Uncertain

APPENDIX TABLES

TABLE 1

Standard Deviations
1971 Survey
MCL

Age	Percentage Usage	Standard Deviation
Use APL in 1971:		
Less than 6 years	7.7	3.2
6-13 years	38.6	4.2
14-18 years	50.6	4.8
Adult	22.3	1.9
All Ages	27.9	1.8
Use APL in 1970:		
Less than 6 years	5.9	2.8
6-13 years	31.2	4.4
14-18 years	42.9	5.0
Adult	17.6	1.8
All Ages	22.3	1.9
Use MNAL #1:		
Less than 6 years	14.3	4.3
6-13 years	35.5	4.3
14-18 years	30.8	4.3
Adult	9.3	1.3
All Ages	17.8	1.6
Use MNAL #2:		
Less than 6 years	8.5	3.5
6-13 years	21.9	4.1
14-18 years	10.1	2.6
Adult	2.6	0.6
All Ages	8.0	1.3
Use Bookvan:		
Less than 6 years	2.6	1.4
6-13 years	19.1	3.6
14-18 years	8.9	3.1
Adult	0.7	0.4
All Ages	5.6	1.1

Table 1 Con't

MCL Con't

Age	Percentage Usage	Standard Deviation
Use MNAL Services:		
Less than 6 years	19.3	5.1
6-13 years	54.6	4.6
14-18 years	39.6	4.6
Adult	10.9	1.4
All Ages	24.2	2.0
Use Anything (All Entries in Table Checked):		
Less than 6 years	22.7	5.5
6-13 years	66.5	4.3
14-18 years	65.1	4.6
Adult	27.1	2.0
All Ages	39.5	1.9

Los Griegos

Use Los Griegos:		
Less than 6 years	3.4	1.8
6-13 years	29.0	4.2
14-18 years	38.3	5.8
Adult	14.9	1.6
All Ages	18.3	1.7
Use Other Library #1:		
Less than 6 years	2.6	1.5
6-13 years	15.8	3.6
14-18 years	14.6	3.7
Adult	14.4	1.5
All Ages	13.5	1.3

Table 1 Con't

Los Griegos Con't

Age	Percentage Usage	Standard Deviation
Use Other Library #2:		
Less than 6 years	0.0	0.0
6-13 years	0.0	0.0
14-18 years	10.1	4.5
Adult	2.2	0.6
All Ages	2.2	0.5
Any Library Usage:		
Less than 6 years	5.2	2.2
6-13 years	41.0	4.6
14-18 years	53.2	6.2
Adult	23.0	1.9
All Ages	27.1	1.8

San Pedro

Use San Pedro:		
Less than 6 years	11.1	4.0
6-13 years	52.4	6.0
14-18 years	66.2	6.2
Adult	21.2	2.1
All Ages	27.3	2.1
Use Other Library #1:		
Less than 6 years	9.9	4.1
6-13 years	24.8	5.1
14-18 years	42.6	6.3
Adult	26.0	2.1
All Ages	25.6	2.0

Table 1 Con't

San Pedro Con't

Age	Percentage Usage	Standard Deviation
Use Other Library #2:		
Less than 6 years	4.9	2.9
6-13 years	5.7	2.5
14-18 years	8.8	4.2
Adult	6.4	1.3
All Ages	6.4	1.3
Any Library Usage:		
Less than 6 years	18.5	5.0
6-13 years	66.7	5.6
14-18 years	83.8	4.9
Adult	39.7	2.3
All Ages	44.3	2.2

1972 Survey
MCL

Use APL:		
4-5 years	12.1	5.0
6-13 years	23.6	3.5
14-18 years	39.9	4.7
19-25 years	30.1	3.6
26-49 years	15.7	2.1
50+ years	4.5	1.4
All Ages	20.1	1.5
Use MNAL #1:		
4-5 years	13.8	4.9
6-13 years	48.4	4.6
14-18 years	39.2	4.5
19-25 years	13.0	2.5
26-49 years	12.0	2.0
50+ years	4.1	1.4
All Ages	21.8	1.8

Table 1 Con't

1972 Survey
MCL Con't

Age	Percentage Usage	Standard Deviation
Use MNAL #2:		
4-5 years	8.6	3.7
6-13 years	21.8	3.7
14-18 years	8.8	2.8
19-25 years	2.1	1.0
26-49 years	2.8	1.0
50+ years	0.8	0.6
All Ages	7.4	1.2
Use MNAL Services (Including Bookvan):		
4-5 years	19.0	5.4
6-13 years	68.4	4.0
14-18 years	47.3	4.6
19-25 years	16.1	2.6
26-49 years	13.7	1.9
50+ years	4.1	1.4
All Ages	28.2	1.7
Use Bookvan:		
4-5 years	3.4	2.3
6-13 years	16.0	3.2
14-18 years	6.1	2.4
19-25 years	2.6	1.3
26-49 years	0.9	0.5
50+ years	0.4	0.4
All Ages	5.0	0.9
Use School Library:		
4-5 years	1.7	1.7
6-13 years	65.1	3.9
14-18 years	57.4	5.1
19-25 years	8.3	2.0
26-49 years	1.4	0.6
50+ years	0.0	0.0
All Ages	22.6	1.9

Table 1 Con't

1972 Survey
MCL Con't

Age	Percentage Usage	Standard Deviation
Use Other Library:		
4-5 years	0.0	0.0
6-13 years	0.0	0.0
14-18 years	6.1	2.2
19-25 years	17.6	2.9
26-49 years	3.1	1.0
50+ years	0.4	0.4
All Ages	4.3	0.7
Use Any Library (Checks Bookvan and Other, but Ignores School):		
4-5 years	25.9	6.2
6-13 years	73.8	4.0
14-18 years	65.5	4.5
19-25 years	41.5	3.8
26-49 years	23.9	2.5
50+ years	7.8	1.9
All Ages	39.3	1.7
Use Any Library (Checks Bookvan, Other, and School):		
4-5 years	27.6	6.3
6-13 years	87.6	2.5
14-18 years	76.4	3.9
19-25 years	42.5	3.8
26-49 years	24.2	2.5
50+ years	7.8	1.9
All Ages	43.8	1.8
No Use of Any Library (Checks Bookvan and Other, But Ignores School):		
4-5 years	74.1	6.4
6-13 years	26.2	3.8

Table 1 Con't

1972 Survey
MCL Con't

Age	Percentage Usage	Standard Deviation
No Use of Any Library Con't:		
14-18 years	34.5	4.6
19-25 years	58.5	3.9
26-49 years	76.1	2.4
50+ years	92.2	1.8
All Ages	60.7	1.7
No Use of Any Library (Checks Bookvan, Other, and School):		
4-5 years	72.4	6.4
6-13 years	12.4	2.8
14-18 years	23.6	4.1
19-25 years	57.5	3.9
26-49 years	75.8	2.4
50+ years	92.2	1.8
All Ages	56.2	1.6

TABLE 2

Library Usage by Race and Age**
Full Tabulation

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of APL:								
4-5 years	7	4	0	3	12.07	9.30	0.00	50.00
6-13 years	65	54	5	6	23.64	24.32	14.71	31.58
14-18 years	59	51	6	2	39.86	41.46	31.58	33.33
19-25 years	58	30	3	25	30.05	24.59	12.00	54.35
26-49 years	55	39	3	13	15.67	14.55	6.38	36.11
50+ years	11	8	0	3	4.53	4.21	0.00	10.34
Use of MNAL #1:								
4-5 years	8	6	1	1	13.79	13.95	11.11	16.67
6-13 years	133	106	23	4	48.36	47.75	67.65	21.05
14-18 years	58	45	11	2	39.19	36.59	57.89	33.33
19-25 years	25	15	4	6	12.95	12.30	16.00	13.04
26-49 years	42	33	4	5	11.97	12.31	8.51	13.89
50+ years	10	9	0	1	4.12	4.74	0.00	3.45
Use of MNAL #2:								
4-5 years	5	4	0	1	8.62	9.30	0.00	16.67
6-13 years	60	46	9	5	21.82	20.72	26.47	26.32
14-18 years	13	10	2	1	8.78	8.13	10.53	16.67
19-25 years	4	2	2	0	2.07	1.64	8.00	0.00
26-49 years	10	6	2	2	2.85	2.24	4.26	5.56
50+ years	2	2	0	0	0.82	1.05	0.00	0.00
Use of MNAL Services (Including Bookvan):								
4-5 years	11	8	1	2	18.97	18.60	11.11	33.33
6-13 years	188	149	29	10	68.36	67.12	85.29	52.63
14-18 years	70	55	12	3	47.30	44.72	63.16	50.00

**Percentages are based on a total count of the full tabulation by race and age as a 100 percent sample.

Table 2 Con't

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of MNAL Services (Including Bookvan) Con't:								
19-25 years	31	19	6	6	16.06	15.57	24.00	13.04
26-49 years	48	38	4	6	13.68	14.18	8.51	16.67
50+ years	10	9	0	1	4.12	4.74	0.00	3.45
Use of Bookvan Library:								
4-5 years	2	1	0	1	3.45	2.33	0.00	16.67
6-13 years	44	37	3	4	16.00	16.67	8.82	21.05
14-18 years	9	9	0	0	5.08	7.32	0.00	0.00
19-25 years	5	5	0	0	2.59	4.10	0.00	0.00
26-49 years	3	3	0	0	0.85	1.12	0.00	0.00
50+ years	1	1	0	0	0.41	0.53	0.00	0.00
Use of School Library:								
4-5 years	1	1	0	0	1.72	2.33	0.00	0.00
6-13 years	179	149	20	10	65.09	67.12	58.82	52.63
14-18 years	85	70	13	2	57.43	56.91	68.42	33.33
19-25 years	16	11	0	5	8.29	9.02	0.00	10.87
26-49 years	5	3	1	1	1.42	1.12	2.13	2.78
50+ years	0	0	0	0	0.00	0.00	0.00	0.00
Use of Other Library:								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	0	0	0	0	0.00	0.00	0.00	0.00
14-18 years	9	8	1	0	6.08	6.50	5.26	0.00
19-25 years	34	13	2	19	17.62	10.66	8.00	41.30
26-49 years	11	7	0	4	3.13	2.61	0.00	11.11
50+ years	1	1	0	0	0.41	0.53	0.00	0.00
Use of Any Library (Ignores School Libraries, But Includes Bookvan and Other Library):								
4-5 years	15	10	1	4	25.86	23.26	11.11	66.67
6-13 years	203	161	29	13	73.82	72.52	85.29	68.42

Table 2 Con't

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of Any Library (Ignores School Libraries, But Includes Bookvan and Other Library) Con't:								
14-18 years	97	80	14	3	65.54	65.04	73.68	50.00
19-25 years	80	42	8	30	41.45	34.43	32.00	65.22
26-49 years	84	62	6	16	23.93	23.13	12.77	44.44
50+ years	19	15	0	4	7.82	7.89	0.00	13.79
Use of Any Library (Including School Libraries, Bookvan and Other Library):								
4-5 years	16	11	1	4	27.59	25.58	11.11	66.67
6-13 years	241	193	31	17	87.64	86.94	91.18	89.47
14-18 years	113	93	17	3	76.35	75.61	89.47	50.00
19-25 years	82	44	8	30	42.49	36.07	32.00	65.22
26-49 years	85	63	6	16	24.22	23.51	12.77	44.44
50+ years	19	15	0	4	7.82	7.89	0.00	13.79
No Use of Any Library (Ignores School Library and Includes Bookvan and Other Library):								
4-5 years	43	33	8	2	74.14	76.74	88.89	33.33
6-13 years	72	61	5	6	26.18	27.48	14.71	31.58
14-18 years	51	43	5	3	34.46	34.96	26.32	50.00
19-25 years	113	80	17	16	58.55	65.57	68.00	34.78
26-49 years	267	206	41	20	76.07	76.87	87.23	55.56
50+ years	224	175	24	25	92.18	92.11	100.00	86.21
No Use of Any Library (Includes School Library, Bookvan and Other Library):								
4-5 years	42	32	8	2	72.41	74.42	88.89	33.33
6-13 years	34	29	3	2	12.36	13.06	8.82	10.53
14-18 years	35	30	2	3	23.65	24.39	10.53	50.00
19-25 years	111	78	17	16	57.51	63.93	68.00	34.78
26-49 years	266	205	41	20	75.78	76.49	87.23	55.56
50+ years	224	1[illegible]	24	25	92.18	92.11	100.00	86.21

TABLE 3

Library Usage by Race and Age
Percentage Patronage

Age	Total	Chicano	Negro	Other
APL:				
4-5 years	2.75	2.15	0.00	5.77
6-13 years	25.49	29.03	29.41	11.54
14-18 years	23.14	27.42	35.29	3.85
19-25 years	22.75	13.13	17.65	48.08
26-49 years	21.57	20.97	17.65	25.00
50+ years	4.31	4.30	0.00	5.77
MNAL #1:				
4-5 years	2.90	2.80	2.33	5.26
6-13 years	48.19	49.53	53.49	21.05
14-18 years	21.01	21.03	25.58	10.53
19-25 years	9.06	7.01	9.30	31.58
26-49 years	15.22	15.42	9.30	26.32
50+ years	3.62	4.21	0.00	5.26
MNAL #2:				
4-5 years	5.32	5.71	0.00	11.11
6-13 years	63.83	65.71	60.00	55.56
14-18 years	13.83	14.29	13.33	11.11
19-25 years	4.26	2.86	13.33	0.00
26-49 years	10.64	8.57	13.33	22.22
50+ years	2.13	2.86	0.00	0.00
MNAL Services (Includes Bookvan):				
4-5 years	3.07	2.88	1.92	7.14
6-13 years	52.51	53.60	55.77	35.71
14-18 years	19.55	19.78	23.08	10.71
19-25 years	8.66	6.83	11.54	21.43
26-49 years	13.41	13.67	7.69	21.43
50+ years	2.79	3.24	0.00	3.57
Bookvan:				
4-5 years	3.13	1.79	0.00	20.00
6-13 years	68.75	66.07	100.00	80.00

Table 3 Con't

Age	Total	Chicano	Negro	Other
Bookvan Con't:				
14-18 years	14.06	16.07	0.00	0.00
19-25 years	7.81	8.93	0.00	0.00
26-49 years	4.69	5.36	0.00	0.00
50+ years	1.56	1.79	0.00	0.00
School Library:				
4-5 years	0.35	0.43	0.00	0.00
6-13 years	62.59	63.68	58.82	55.56
14-18 years	29.72	29.91	38.24	11.11
19-25 years	5.59	4.70	0.00	27.78
26-49 years	1.75	1.28	2.94	5.56
50+ years	0.00	0.00	0.00	0.00
Other Library:				
4-5 years	0.00	0.00	0.00	0.00
6-13 years	0.00	0.00	0.00	0.00
14-18 years	16.36	27.59	33.33	0.00
19-25 years	61.82	44.83	66.67	82.61
26-49 years	20.00	24.14	0.00	17.39
50+ years	1.82	3.45	0.00	0.00
Any Library (Ignores School library, But Includes Bookvan and Other Library):				
4-5 years	2.74	2.67	1.89	4.17
6-13 years	46.88	49.67	54.72	20.83
14-18 years	19.20	20.67	22.64	6.25
19-25 years	14.46	9.67	13.21	45.83
26-49 years	13.97	14.00	7.55	20.83
50+ years	2.74	3.33	0.00	2.08
Any Library (Includes School, Bookvan and Other Library):				
4-5 years	2.88	2.63	1.59	5.41
6-13 years	43.35	46.06	49.21	22.97
14-18 years	20.32	22.20	26.98	4.05
19-25 years	14.75	10.50	12.70	40.54
26-49 years	15.29	15.04	9.52	21.62
50+ years	3.42	3.58	0.00	5.41

Table 3 Con't

Age	Total	Chicano	Negro	Other
Nonuser of All Libraries:				
4-5 years	5.90	5.83	8.42	2.94
6-13 years	4.78	5.28	3.16	2.94
14-18 years	4.92	5.46	2.11	4.41
19-25 years	15.59	14.21	17.89	23.53
26-49 years	37.36	37.34	43.16	29.41
50+ years	31.46	31.88	25.26	36.76

TABLE 4

Library Usage by Sex**

Males

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of APL:								
4-5 years	3	1	0	2	11.54	5.26	0.00	66.67
6-13 years	29	27	2	0	21.01	23.68	14.29	0.00
14-18 years	24	19	3	2	33.80	33.33	30.00	50.00
19-25 years	34	17	1	16	34.00	26.98	11.11	57.14
16-49 years	22	15	1	6	14.01	12.20	5.26	40.00
50+ years	5	4	0	1	5.26	5.80	0.00	7.69
Use of MNAL Services (Including Bookvan):								
4-5 years	3	1	0	2	11.54	5.26	0.00	66.67
6-13 years	87	70	11	6	63.04	61.40	78.57	60.00
14-18 years	31	21	7	3	43.66	36.84	70.00	75.00
19-25 years	14	11	0	3	14.00	17.46	0.00	10.71
26-49 years	16	12	1	3	10.19	9.76	5.26	20.00
50+ years	3	3	0	0	3.16	4.35	0.00	0.00
Use of School Library:								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	89	75	8	6	64.49	65.79	57.14	60.00
14-18 years	39	28	9	2	54.93	49.12	90.00	50.00
19-25 years	10	5	0	5	10.00	7.94	0.00	17.86
26-49 years	2	1	0	1	1.27	0.81	0.00	6.67
50+ years	0	0	0	0	0.00	0.00	0.00	0.00
Use of Any Library (Ignores School Libraries, But Includes Bookvan and Other Library)								
4-5 years	5	2	0	3	19.23	10.53	0.00	100.00
6-13 years	94	77	11	6	68.12	67.54	78.57	60.00
14-18 years	46	35	8	3	64.79	61.40	80.00	75.00

**Percentages are based on a total count of the category "Sex" by race and age as a 100 percent sample.

Table 4 Con't

Males

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of Any Library (Ignores School Libraries, But Includes Bookvan and Other Library) Con't:								
19-25 years	43	24	1	18	43.00	38.10	11.11	64.29
26-49 years	32	23	2	7	20.38	18.70	10.53	46.67
50+ years	7	6	0	1	7.37	8.70	0.00	7.69
Use of Any Library (Includes School Libraries, Bookvan and Other Library):								
4-5 years	5	2	0	3	19.23	10.53	0.00	100.00
6-13 years	117	96	12	9	84.78	84.21	85.71	90.00
14-18 years	52	40	9	3	73.24	70.18	90.00	75.00
19-25 years	44	25	1	18	44.00	39.68	11.11	64.29
26-49 years	33	24	2	7	21.02	19.51	10.53	46.67
50+ years	7	6	0	1	7.37	8.70	0.00	7.69

Females

Use of APL:								
4-5 years	4	3	0	1	12.50	12.50	0.00	33.33
6-13 years	36	27	3	6	26.28	25.00	15.00	66.67
14-18 years	35	32	3	0	45.45	48.48	33.33	0.00
19-25 years	24	13	2	9	25.53	21.67	12.50	50.00
26-49 years	33	24	2	7	17.01	16.55	7.14	33.33
50+ years	6	4	0	2	4.05	3.31	0.00	12.50
Use of MNAL Services (Includes Bookvan):								
4-5 years	8	7	1	0	25.00	29.17	20.00	0.00
6-13 years	101	79	18	4	73.72	73.15	90.00	44.44
14-18 years	39	34	5	0	50.65	51.52	55.56	0.00
19-25 years	17	8	6	3	18.09	13.33	37.50	16.67
26-49 years	32	26	3	3	16.49	17.93	10.71	14.29
50+ years	7	6	0	1	4.73	4.96	0.00	6.25

Table 4 Con't

Females

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of School Library:								
4-5 years	1	1	0	0	3.13	4.17	0.00	0.00
6-13 years	90	74	12	4	65.69	68.52	60.00	44.44
14-18 years	46	42	4	0	59.74	63.64	44.44	0.00
19-25 years	6	6	0	0	6.38	10.00	0.00	0.00
26-49 years	3	2	1	0	1.55	1.38	3.57	0.00
50+ years	0	0	0	0	0.00	0.00	0.00	0.00
Use of Any Library (Ignores School Libraries, But Includes Bookvan and Other Library):								
4-5 years	10	8	1	1	31.25	33.33	20.00	33.33
6-13 years	109	84	18	7	79.56	77.78	90.00	77.78
14-18 years	51	45	6	0	66.23	68.18	66.67	0.00
19-25 years	37	18	7	12	39.36	30.00	43.75	66.67
26-49 years	52	39	4	9	26.80	26.90	14.29	42.86
50+ years	12	9	0	3	8.11	7.44	0.00	18.75
Use of Any Library (Includes School Libraries, Bookvan and Other Library):								
4-5 years	11	9	1	1	34.38	37.50	20.00	33.33
6-13 years	124	97	19	8	90.51	89.81	95.00	88.89
14-18 years	61	53	8	0	79.22	80.30	88.89	0.00
19-25 years	38	19	7	12	40.43	31.67	43.75	66.67
26-49 years	52	39	4	9	26.80	26.90	14.29	42.86
50+ years	12	9	0	3	8.11	7.44	0.00	18.75

TABLE 5

Library Usage by Years of Education**

Users With 0-7 Years of Education

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of APL:								
4-5 years	7	4	0	3	12.07	9.30	0.00	50.00
6-13 years	65	54	5	6	23.64	24.32	14.71	31.58
14-18 years	59	51	6	2	39.86	41.46	31.58	33.33
19-25 years	0	0	0	0	0.00	0.00	0.00	0.00
26-49 years	2	2	0	0	3.51	4.17	0.00	0.00
50+ years	2	2	0	0	1.57	1.83	0.00	0.00
Use of MNAL Services (Includes Bookvan):								
4-5 years	11	8	1	2	18.97	18.60	11.11	33.33
6-13 years	188	149	29	10	68.36	67.12	85.29	52.63
14-18 years	70	55	12	3	47.30	44.72	63.16	50.00
19-25 years	1	1	0	0	20.00	50.00	0.00	0.00
26-49 years	4	3	0	1	7.02	6.25	0.00	50.00
50+ years	2	2	0	0	1.57	1.83	0.00	0.00
Use of School Library:								
4-5 years	1	1	0	0	1.72	2.33	0.00	0.00
6-13 years	179	149	20	10	65.09	67.12	58.82	52.63
14-18 years	85	70	13	2	57.43	56.91	68.42	33.33
19-25 years	0	0	0	0	0.00	0.00	0.00	0.00
26-49 years	0	0	0	0	0.00	0.00	0.00	0.00
50+ years	0	0	0	0	0.00	0.00	0.00	0.00
Use of Any Library (Ignores School Libraries, But Includes Bookvan and Other Library):								
4-5 years	15	10	1	4	25.86	23.26	11.11	66.67
6-13 years	203	161	29	13	73.82	72.52	85.29	68.42
14-18 years	97	80	14	3	65.54	65.04	73.68	50.00

**Percentages are based on a total count of category "Years of Education" by race and age as a 100 percent sample.

Table 5 Con't

Users With 0-7 Years of Education

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of Any Library (Ignores School Libraries, But Includes Bookvan and Other Library) Con't:								
19-25 years	1	1	0	0	20.00	50.00	0.00	0.00
26-49 years	5	4	0	1	8.77	8.33	0.00	50.00
50+ years	4	4	0	0	3.15	3.67	0.00	0.00
Use of Any Library (Includes School Libraries, Bookvan and Other Library):								
4-5 years	16	11	1	4	27.59	25.58	11.11	66.67
6-13 years	241	193	31	17	87.64	86.94	91.18	89.47
14-18 years	113	93	17	3	76.35	75.61	89.47	50.00
19-25 years	1	1	0	0	20.00	50.00	0.00	0.00
26-49 years	5	4	0	1	8.77	8.33	0.00	50.00
50+ years	4	4	0	0	3.15	3.67	0.00	0.00

Users With 8-11 Years of Education

Use of APL:								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	0	0	0	0	0.00	0.00	0.00	0.00
14-18 years	0	0	0	0	0.00	0.00	0.00	0.00
19-25 years	9	7	0	2	20.00	18.92	0.00	50.00
26-49 years	15	14	1	0	10.34	11.38	6.67	0.00
50+ years	3	2	0	1	3.70	3.28	0.00	11.11
Use of MNAL Services (Includes Bookvan):								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	0	0	0	0	0.00	0.00	0.00	0.00
14-18 years	0	0	0	0	0.00	0.00	0.00	0.00
19-25 years	4	3	0	1	8.89	8.11	0.00	25.00
26-49 years	16	16	0	0	11.03	13.01	0.00	0.00
50+ years	2	2	0	0	2.47	3.28	0.00	0.00

Table 5 Con't

Users With 8-11 Years of Education

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of School Library:								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	0	0	0	0	0.00	0.00	0.00	0.00
14-18 years	0	0	0	0	0.00	0.00	0.00	0.00
19-25 years	4	3	0	1	8.89	8.11	0.00	25.00
26-49 years	1	1	0	0	0.69	0.81	0.00	0.00
50+ years	0	0	0	0	0.00	0.00	0.00	0.00
Use of Any Library (Ignores School Libraries, But Includes Bookvan and Other Library):								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	0	0	0	0	0.00	0.00	0.00	0.00
14-18 years	0	0	0	0	0.00	0.00	0.00	0.00
19-25 years	11	8	0	3	24.44	21.62	0.00	75.00
26-49 years	25	24	1	0	17.24	19.51	6.67	0.00
50+ years	5	4	0	1	6.17	6.56	0.00	11.11
Use of Any Library (Includes School Libraries, Bookvan and Other Libraries):								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	0	0	0	0	0.00	0.00	0.00	0.00
14-18 years	0	0	0	0	0.00	0.00	0.00	0.00
19-25 years	13	10	0	3	28.89	27.03	0.00	75.00
26-49 years	25	24	1	0	17.24	19.51	6.67	0.00
50+ years	5	4	0	1	6.17	6.56	0.00	11.11

Users With A High School Education

Use of APL:								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	0	0	0	0	0.00	0.00	0.00	0.00
14-18 years	0	0	0	0	0.00	0.00	0.00	0.00

Table 5 Con't

Users With A High School Education

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of APL Con't:								
19-25 years	26	17	2	7	26.53	25.37	15.38	38.89
26-49 years	21	14	1	6	19.63	18.18	5.56	50.00
50+ years	3	2	0	1	12.50	13.33	0.00	16.67
Use of MNAL Services (Includes Bookvan):								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	0	0	0	0	0.00	0.00	0.00	0.00
14-18 years	0	0	0	0	0.00	0.00	0.00	0.00
19-25 years	18	11	4	3	18.37	16.42	30.77	16.67
26-49 years	19	14	2	3	17.76	18.18	11.11	25.00
50+ years	2	2	0	0	8.33	13.33	0.00	0.00
Use of School Library:								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	0	0	0	0	0.00	0.00	0.00	0.00
14-18 years	0	0	0	0	0.00	0.00	0.00	0.00
19-25 years	6	5	0	1	6.12	7.46	0.00	5.56
26-49 years	1	1	0	0	0.93	1.30	0.00	0.00
50+ years	0	0	0	0	0.00	0.00	0.00	0.00
Use of Any Library (Ignores School Libraries, But Includes Bookvan and Other Library):								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	0	0	0	0	0.00	0.00	0.00	0.00
14-18 years	0	0	0	0	0.00	0.00	0.00	0.00
19-25 years	33	22	4	7	33.67	32.84	30.77	38.89
26-49 years	33	24	3	6	30.84	31.17	16.67	50.00
50+ years	4	3	0	1	16.67	20.00	0.00	16.67
Use of Any Library (Includes School Libraries, Bookvan and Other Library):								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00

Table 5 Con't

Users With A High School Education

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of Any Library (Includes School Libraries, Bookvan and Other Library) Con't:								
6-13 years	0	0	0	0	0.00	0.00	0.00	0.00
14-18 years	0	0	0	0	0.00	0.00	0.00	0.00
19-25 years	33	22	4	7	33.67	32.84	30.77	38.89
26-49 years	34	25	3	6	31.78	32.47	16.67	50.00
50+ years	4	3	0	1	16.67	20.00	0.00	16.67

Users With Some College Education

Use of APL:								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	0	0	0	0	0.00	0.00	0.00	0.00
14-18 years	0	0	0	0	0.00	0.00	0.00	0.00
19-25 years	23	6	1	16	51.11	37.50	16.67	69.57
26-49 years	17	9	1	7	40.48	45.00	14.29	46.67
50+ years	3	2	0	1	27.27	40.00	0.00	16.67
Use of MNAL Services (Includes Bookvan):								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	0	0	0	0	0.00	0.00	0.00	0.00
14-18 years	0	0	0	0	0.00	0.00	0.00	0.00
19-25 years	8	4	2	2	17.78	25.00	33.33	8.70
26-49 years	9	5	2	2	21.43	25.00	28.57	13.33
50+ years	4	3	0	1	36.36	60.00	0.00	16.67
Use of School Library:								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	0	0	0	0	0.00	0.00	0.00	0.00
14-18 years	0	0	0	0	0.00	0.00	0.00	0.00
19-25 years	6	3	0	3	13.33	18.75	0.00	13.04

Table 5 Con't

Users With Some College Education

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of School Library Con't:								
26-49 years	3	1	1	1	7.14	5.00	14.29	6.67
50+ years	0	0	0	0	0.00	0.00	0.00	0.00
Use of Any Library (Ignores School Libraries, But Includes Bookvan and Other Library):								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	0	0	0	0	0.00	0.00	0.00	0.00
14-18 years	0	0	0	0	0.00	0.00	0.00	0.00
19-25 years	35	11	4	20	77.78	68.75	66.67	86.96
26-49 years	21	10	2	9	50.00	50.00	28.57	60.00
50+ years	6	4	0	2	54.55	80.00	0.00	33.33
Use of Any Library (Includes School Libraries, Bookvan and Other Library):								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	0	0	0	0	0.00	0.00	0.00	0.00
14-18 years	0	0	0	0	0.00	0.00	0.00	0.00
19-25 years	35	11	4	20	77.78	68.75	66.67	86.96
26-49 years	21	10	2	9	50.00	50.00	28.57	60.00
50+ years	6	4	0	2	54.55	80.00	0.00	33.33

TABLE 6

Library Usage by Books in Home**

0-2 Books

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of APL:								
4-5 years	1	1	0	0	14.29	14.29	0.00	0.00
6-13 years	5	5	0	0	17.24	18.52	0.00	0.00
14-18 years	3	3	0	0	20.00	20.00	0.00	0.00
19-25 years	8	7	0	1	25.00	24.14	0.00	50.00
26-49 years	9	9	0	0	12.50	14.29	0.00	0.00
50+ years	3	3	0	0	3.66	4.48	0.00	0.00
Use of MNAL Services (Includes Bookvan):								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	13	12	1	0	44.83	44.44	100.00	0.00
14-18 years	3	3	0	0	20.00	20.00	0.00	0.00
19-25 years	2	2	0	0	6.25	6.90	0.00	0.00
26-49 years	3	3	0	0	4.17	4.76	0.00	0.00
50+ years	1	1	0	0	1.22	1.49	0.00	0.00
Use of School Library:								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	18	18	0	0	62.07	66.67	0.00	0.00
14-18 years	7	7	0	0	46.67	46.67	0.00	0.00
19-25 years	5	4	0	1	15.63	13.79	0.00	50.00
26-49 years	0	0	0	0	0.00	0.00	0.00	0.00
50+ years	0	0	0	0	0.00	0.00	0.00	0.00
Use of Any Library (Ignores School Library, But Includes Bookvan and Other Library):								
4-5 years	1	1	0	0	14.29	14.29	0.00	0.00
6-13 years	17	16	1	0	58.62	59.26	100.00	0.00

**Percentages are based on a total count of the category "Books in Home" by race and age as a 100 percent sample.

Table 6 Con't

0-2 Books

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of Any Library (Ignores School Libraries, But Includes Bookvan and Other Library) Con't:								
14-18 years	4	4	0	0	26.67	26.67	0.00	0.00
19-25 years	8	7	0	1	25.00	24.14	0.00	50.00
26-49 years	10	10	0	0	13.89	15.87	0.00	0.00
50+ years	4	4	0	0	4.88	5.97	0.00	0.00
Use of Any Library (Includes School Libraries, Bookvan and Other Library):								
4-5 years	1	1	0	0	14.29	14.29	0.00	0.00
6-13 years	24	23	1	0	82.76	85.19	100.00	0.00
14-18 years	7	7	0	0	46.67	46.67	0.00	0.00
19-25 years	10	9	0	1	31.25	31.03	0.00	50.00
26-49 years	10	10	0	0	13.89	15.87	0.00	0.00
50+ years	4	4	0	0	4.88	5.97	0.00	0.00

3-10 Books

Use of APL:								
4-5 years	1	1	0	0	4.55	7.69	0.00	0.00
6-13 years	18	14	3	1	19.78	21.54	16.67	12.50
14-18 years	14	12	1	1	29.79	35.29	9.09	50.00
19-25 years	16	8	2	6	25.00	20.51	13.33	60.00
26-49 years	10	9	0	1	9.35	12.68	0.00	8.33
50+ years	0	0	0	0	0.00	0.00	0.00	0.00
Use of MNAL Services (Includes Bookvan):								
4-5 years	1	0	1	0	4.55	0.00	12.50	0.00
6-13 years	70	47	17	6	76.92	72.31	94.44	75.00
14-18 years	27	18	7	2	57.45	52.94	63.64	100.00
19-25 years	12	7	3	2	18.75	17.95	20.00	20.00
26-49 years	14	12	1	1	13.08	16.90	4.17	8.33
50+ years	2	2	0	0	3.13	4.00	0.00	0.00

Table 6 Con't

3-10 Books

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of School Library:								
4-5 years	1	1	0	0	4.55	7.69	0.00	0.00
6-13 years	48	35	11	2	52.75	53.85	61.11	25.00
14-18 years	31	21	8	2	65.96	61.76	72.73	100.00
19-25 years	3	1	0	2	4.69	2.56	0.00	20.00
26-49 years	1	1	0	0	0.93	1.41	0.00	0.00
50+ years	0	0	0	0	0.00	0.00	0.00	0.00
Use of Any Library (Ignores School Library, But Includes Bookvan and Other Library):								
4-5 years	2	1	1	0	9.09	7.69	12.50	0.00
6-13 years	71	48	17	6	78.02	73.85	94.44	75.00
14-18 years	30	21	7	2	63.83	61.76	63.64	100.00
19-25 years	21	12	3	6	32.81	30.77	20.00	60.00
26-49 years	15	13	1	1	14.02	18.31	4.17	8.33
50+ years	2	2	0	0	3.13	4.00	0.00	0.00
Use of Any Library (Includes School Library, Bookvan and Other Library):								
4-5 years	3	2	1	0	13.64	15.38	12.50	0.00
6-13 years	81	56	18	7	89.01	86.15	100.00	87.50
14-18 years	39	27	10	2	82.98	79.41	90.91	100.00
19-25 years	21	12	3	6	32.81	30.77	20.00	60.00
26-49 years	15	13	1	1	14.02	18.31	4.17	8.33
50+ years	2	2	0	0	3.13	4.00	0.00	0.00

11-24 Books

Use APL:								
4-5 years	1	1	0	0	10.00	12.50	0.00	0.00
6-13 years	14	14	0	0	27.45	32.56	0.00	0.00
14-18 years	12	11	1	0	44.44	42.31	100.00	0.00

Table 6 Con't

11-24 Books

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of APL Con't:								
19-25 years	3	2	0	1	9.68	8.33	0.00	14.29
26-49 years	11	10	1	0	18.64	17.86	33.33	0.00
50+ years	1	1	0	0	2.56	3.23	0.00	0.00
Use of MNAL Services (Includes Bookvan):								
4-5 years	3	3	0	0	30.00	37.50	0.00	0.00
6-13 years	35	30	5	0	68.63	69.77	62.50	0.00
14-18 years	9	8	1	0	33.33	30.77	100.00	0.00
19-25 years	3	1	0	2	9.68	4.17	0.00	28.57
26-49 years	5	5	0	0	8.47	8.93	0.00	0.00
50+ years	1	1	0	0	2.56	3.23	0.00	0.00
Use of School Library:								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	38	33	5	0	74.51	76.74	62.50	0.00
14-18 years	11	11	0	0	40.74	42.31	0.00	0.00
19-25 years	1	1	0	0	3.23	4.17	0.00	0.00
26-49 years	1	1	0	0	1.69	1.79	0.00	0.00
50+ years	0	0	0	0	0.00	0.00	0.00	0.00
Use of Any Library (Ignores School Library, But Includes Bookvan and Other Library):								
4-5 years	3	3	0	0	30.00	37.50	0.00	0.00
6-13 years	37	32	5	0	72.55	74.42	62.50	0.00
14-18 years	19	18	1	0	70.37	69.23	100.00	0.00
19-25 years	6	4	0	2	19.35	16.67	0.00	28.57
26-49 years	15	14	1	0	25.42	25.00	33.33	0.00
50+ years	2	2	0	0	5.13	6.45	0.00	0.00

Table 6 Con't

11-24 Books

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of Any Library (Includes School Libraries, Bookvan and Other Library):								
4-5 years	3	3	0	0	30.00	37.50	0.00	0.00
6-13 years	45	39	6	0	88.24	90.70	75.00	0.00
14-18 years	20	19	1	0	74.07	73.08	100.00	0.00
19-25 years	6	4	0	2	19.35	16.67	0.00	28.57
26-49 years	16	15	1	0	27.12	26.79	33.33	0.00
50+ years	2	2	0	0	5.13	6.45	0.00	0.00

25 or More Books

Use of APL:								
4-5 years	4	1	0	3	21.05	6.67	0.00	75.00
6-13 years	28	21	2	5	26.92	24.14	28.57	50.00
14-18 years	30	25	4	1	50.85	52.08	57.14	25.00
19-25 years	31	13	1	17	48.44	43.33	14.29	62.96
26-49 years	25	11	2	12	22.12	14.10	15.38	54.55
50+ years	7	4	0	3	13.21	10.26	0.00	25.00
Use of MNAL Services (Includes Bookvan):								
4-5 years	7	5	0	2	36.84	33.33	0.00	50.00
6-13 years	70	60	6	4	67.31	68.97	85.71	40.00
14-18 years	31	26	4	1	52.54	54.17	57.14	25.00
19-25 years	14	9	3	2	21.88	30.00	42.86	7.41
26-49 years	26	18	3	5	23.01	23.08	23.08	22.73
50+ years	6	5	0	1	11.32	12.82	0.00	8.33
Use of School Library:								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	75	63	4	8	72.12	72.41	57.14	80.00
14-18 years	36	31	5	0	61.02	64.58	71.43	0.00

Table 6 Con't

25 or More Books

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of School Library Con't:								
19-25 years	7	5	0	2	10.94	16.67	0.00	7.41
26-49 years	3	1	1	1	2.65	1.28	7.69	4.55
50+ years	0	0	0	0	0.00	0.00	0.00	0.00
Use of Any Library (Ignores School Library, But Includes Bookvan and Other Library):								
4-5 years	9	5	0	4	47.37	33.33	0.00	100.00
6-13 years	78	65	6	7	75.00	74.71	85.71	70.00
14-18 years	44	37	6	1	74.58	77.08	85.71	25.00
19-25 years	45	19	5	21	70.31	63.33	71.43	77.78
26-49 years	44	25	4	15	38.94	32.05	30.77	68.18
50+ years	11	7	0	4	20.75	17.95	0.00	33.33
Use of Any Library (Includes School Library, Bookvan and Other Library):								
4-5 years	9	5	0	4	47.37	33.33	0.00	100.00
6-13 years	91	75	6	10	87.50	86.21	85.71	100.00
14-18 years	47	40	6	1	79.66	83.33	85.71	25.00
19-25 years	45	19	5	21	70.31	63.33	71.43	77.78
26-49 years	44	25	4	15	38.94	32.05	30.77	68.18
50+ years	11	7	0	4	20.75	17.95	0.00	33.33

TABLE 7

Library Usage by Language Spoken in Home**

Speak Only Spanish

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of APL:								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	0	0	0	0	0.00	0.00	0.00	0.00
14-18 years	1	1	0	0	50.00	50.00	0.00	0.00
19-25 years	0	0	0	0	0.00	0.00	0.00	0.00
26-49 years	0	0	0	0	0.00	0.00	0.00	0.00
50+ years	1	1	0	0	1.96	1.96	0.00	0.00
Use of MNAL Services (Includes Bookvan):								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	1	1	0	0	50.00	50.00	0.00	0.00
14-18 years	0	0	0	0	0.00	0.00	0.00	0.00
19-25 years	0	0	0	0	0.00	0.00	0.00	0.00
26-49 years	0	0	0	0	0.00	0.00	0.00	0.00
50+ years	3	3	0	0	5.88	5.88	0.00	0.00
Use of School Library:								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	1	1	0	0	50.00	50.00	0.00	0.00
14-18 years	2	2	0	0	100.00	100.00	0.00	0.00
19-25 years	0	0	0	0	0.00	0.00	0.00	0.00
26-49 years	0	0	0	0	0.00	0.00	0.00	0.00
50+ years	0	0	0	0	0.00	0.00	0.00	0.00
Use of Any Library (Ignores School Library, But Includes Bookvan and Other Library):								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	1	1	0	0	50.00	50.00	0.00	0.00

**Percentages are based on a total count of the category "Language Spoken in Home" by race and age as a 100 percent sample.

Table 7 Con't

Speak Only Spanish

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of Any Library (Ignores School Library, But Includes Bookvan and Other Library) Con't:								
14-18 years	1	1	0	0	50.00	50.00	0.00	0.00
19-25 years	0	0	0	0	0.00	0.00	0.00	0.00
26-49 years	0	0	0	0	0.00	0.00	0.00	0.00
50+ years	3	3	0	0	5.88	5.88	0.00	0.00
Use of Any Library (Includes School Library, Bookvan and Other Library):								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	1	1	0	0	50.00	50.00	0.00	0.00
14-18 years	2	2	0	0	100.00	100.00	0.00	0.00
19-25 years	0	0	0	0	0.00	0.00	0.00	0.00
26-49 years	0	0	0	0	0.00	0.00	0.00	0.00
50+ years	3	3	0	0	5.88	5.88	0.00	0.00

Speak Mostly Spanish

Use of APL:								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	12	12	0	0	29.27	29.27	0.00	0.00
14-18 years	14	14	0	0	48.28	48.28	0.00	0.00
19-25 years	7	7	0	0	29.17	29.17	0.00	0.00
26-49 years	8	8	0	0	16.33	16.33	0.00	0.00
50+ years	3	3	0	0	5.00	5.00	0.00	0.00
Use of MNAL Services (Includes Bookvan):								
4-5 years	2	2	0	0	40.00	40.00	0.00	0.00
6-13 years	30	30	0	0	73.17	73.17	0.00	0.00
14-18 years	17	17	0	0	58.62	58.62	0.00	0.00
19-25 years	2	2	0	0	8.33	8.33	0.00	0.00
26-49 years	10	10	0	0	20.41	20.41	0.00	0.00

Table 7 Con't

Speak Mostly Spanish

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of MNAL Services (Includes Bookvan) Con't:								
50+ years	0	0	0	0	0.00	0.00	0.00	0.00
Use of School Library:								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	30	30	0	0	73.17	73.17	0.00	0.00
14-18 years	21	21	0	0	72.41	72.41	0.00	0.00
19-25 years	2	2	0	0	8.33	8.33	0.00	0.00
26-49 years	0	0	0	0	0.00	0.00	0.00	0.00
50+ years	0	0	0	0	0.00	0.00	0.00	0.00
Use of Any Library (Ignores School Library, But Includes Bookvan and Other Library):								
4-5 years	2	2	0	0	40.00	40.00	0.00	0.00
6-13 years	31	31	0	0	75.61	75.61	0.00	0.00
14-18 years	22	22	0	0	75.86	75.86	0.00	0.00
19-25 years	8	8	0	0	33.33	33.33	0.00	0.00
26-49 years	14	14	0	0	28.57	28.57	0.00	0.00
50+ years	3	3	0	0	5.00	5.00	0.00	0.00
Use of Any Library (Includes School Library, Bookvan and Other Library):								
4-5 years	2	2	0	0	40.00	40.00	0.00	0.00
6-13 years	39	39	0	0	95.12	95.12	0.00	0.00
14-18 years	25	25	0	0	86.21	86.21	0.00	0.00
19-25 years	8	8	0	0	33.33	33.33	0.00	0.00
26-49 years	14	14	0	0	28.57	28.57	0.00	0.00
50+ years	3	3	0	0	5.00	5.00	0.00	0.00

Table 7 Con't

Speak Both Spanish and English Equally

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of APL:								
4-5 years	4	4	0	0	16.67	16.67	0.00	0.00
6-13 years	27	27	0	0	23.68	23.68	0.00	0.00
14-18 years	25	25	0	0	36.76	36.76	0.00	0.00
19-25 years	9	9	0	0	15.52	15.52	0.00	0.00
26-49 years	15	15	0	0	11.54	11.54	0.00	0.00
50+ years	3	3	0	0	5.26	5.26	0.00	0.00
Use of MNAL Services (Includes Bookvan):								
4-5 years	2	2	0	0	8.33	8.33	0.00	0.00
6-13 years	71	71	0	0	62.28	62.28	0.00	0.00
14-18 years	30	30	0	0	44.12	44.12	0.00	0.00
19-25 years	9	9	0	0	15.52	15.52	0.00	0.00
26-49 years	16	16	0	0	12.31	12.31	0.00	0.00
50+ years	4	4	0	0	7.02	7.02	0.00	0.00
Use of School Library:								
4-5 years	1	1	0	0	4.17	4.17	0.00	0.00
6-13 years	70	70	0	0	61.40	61.40	0.00	0.00
14-18 years	35	35	0	0	51.47	51.47	0.00	0.00
19-25 years	3	3	0	0	5.17	5.17	0.00	0.00
26-49 years	1	1	0	0	0.77	0.77	0.00	0.00
50+ years	0	0	0	0	0.00	0.00	0.00	0.00
Use of Any Library (Ignores School Library, But Includes Bookvan and Other Library):								
4-5 years	4	4	0	0	16.67	16.67	0.00	0.00
6-13 years	80	80	0	0	70.18	70.18	0.00	0.00
14-18 years	43	43	0	0	63.24	63.24	0.00	0.00
19-25 years	14	14	0	0	24.14	24.14	0.00	0.00
26-49 years	25	25	0	0	19.23	19.23	0.00	0.00
50+ years	6	6	0	0	10.53	10.53	0.00	0.00

Table 7 Con't

Speak Both Spanish and English Equally

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of Any Library (Includes School Library, Bookvan and Other Library):								
4-5 years	5	5	0	0	20.83	20.83	0.00	0.00
6-13 years	97	97	0	0	85.09	85.09	0.00	0.00
14-18 years	49	49	0	0	72.06	72.06	0.00	0.00
19-25 years	15	15	0	0	25.86	25.86	0.00	0.00
26-49 years	25	25	0	0	19.23	19.23	0.00	0.00
50+ years	6	6	0	0	10.53	10.53	0.00	0.00
Speak Mostly English But Some Spanish								
Use of APL:								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	18	15	0	3	32.14	28.30	0.00	100.00
14-18 years	11	11	0	0	52.38	52.38	0.00	0.00
19-25 years	9	9	0	0	34.62	34.62	0.00	0.00
26-49 years	16	16	0	0	24.24	24.62	0.00	0.00
50+ years	0	0	0	0	0.00	0.00	0.00	0.00
Use of MNAL Services (Includes Bookvan):								
4-5 years	4	3	0	1	40.00	33.33	0.00	100.00
6-13 years	43	41	0	2	76.79	77.36	0.00	66.67
14-18 years	8	8	0	0	38.10	38.10	0.00	0.00
19-25 years	4	4	0	0	15.38	15.38	0.00	0.00
26-49 years	10	10	0	0	15.15	15.38	0.00	0.00
50+ years	2	2	0	0	11.11	12.50	0.00	0.00
Use of School Library:								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	46	43	0	3	82.14	81.13	0.00	100.00
14-18 years	12	12	0	0	57.14	57.14	0.00	0.00

Table 7 Con't

Speak Mostly English But Some Spanish

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of School Library Con't:								
19-25 years	4	4	0	0	15.38	15.38	0.00	0.00
26-49 years	1	1	0	0	1.52	1.54	0.00	0.00
50+ years	0	0	0	0	0.00	0.00	0.00	0.00
Use of Any Library (Ignores School Library, But Includes Bookvan and Other Library):								
4-5 years	4	3	0	1	40.00	33.33	0.00	100.00
6-13 years	46	43	0	3	82.14	81.13	0.00	100.00
14-18 years	12	12	0	0	57.14	57.14	0.00	0.00
19-25 years	12	12	0	0	46.15	46.15	0.00	0.00
26-49 years	21	21	0	0	31.82	32.31	0.00	0.00
50+ years	2	2	0	0	11.11	12.50	0.00	0.00
Use of Any Library (Includes School Library, Bookvan and Other Library):								
4-5 years	4	3	0	1	40.00	33.33	0.00	100.00
6-13 years	53	50	0	3	94.64	94.34	0.00	100.00
14-18 years	15	15	0	0	71.43	71.43	0.00	0.00
19-25 years	13	13	0	0	50.00	50.00	0.00	0.00
26-49 years	21	21	0	0	31.82	32.31	0.00	0.00
50+ years	2	2	0	0	11.11	12.50	0.00	0.00
			Speak Only English					
Use of APL:								
4-5 years	2	0	0	2	22.22	0.00	0.00	66.67
6-13 years	7	0	5	2	17.07	0.00	25.00	22.22
14-18 years	7	0	5	2	29.17	0.00	33.33	33.33
19-25 years	15	5	1	9	33.33	35.71	9.09	45.00
26-49 years	7	0	1	6	14.00	0.00	5.00	28.57
50+ years	4	1	0	3	10.00	25.00	0.00	16.67

Table 7 Con't

Speak Only English

Age	Number of Persons				Percentage Usage			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Use of MNAL Services (Includes Bookvan):								
4-5 years	2	1	0	1	22.22	25.00	0.00	33.33
6-13 years	28	6	17	5	68.29	50.00	85.00	55.56
14-18 years	12	0	9	3	50.00	0.00	60.00	50.00
19-25 years	8	4	2	2	17.78	28.57	18.18	10.00
26-49 years	8	2	2	4	16.00	22.22	10.00	19.05
50+ years	1	0	0	1	2.50	0.00	0.00	5.56
Use of School Library:								
4-5 years	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	24	5	13	6	58.54	41.67	65.00	66.67
14-18 years	12	0	10	2	50.00	0.00	66.67	33.33
19-25 years	4	2	0	2	8.89	14.29	0.00	10.00
26-49 years	3	1	1	1	6.00	11.11	5.00	4.76
50+ years	0	0	0	0	0.00	0.00	0.00	0.00
Use of Any Library (Ignores School Library, But Includes Bookvan and Other Library):								
4-5 years	3	1	0	2	33.33	25.00	0.00	66.67
6-13 years	29	6	17	6	70.73	50.00	85.00	66.67
14-18 years	15	2	10	3	62.50	66.67	66.67	50.00
19-25 years	21	8	4	9	46.67	57.14	36.36	45.00
26-49 years	12	2	2	8	24.00	22.22	10.00	38.10
50+ years	5	1	0	4	12.50	25.00	0.00	22.22
Use of Any Library (Includes School Library, Bookvan and Other Library):								
4-5 years	3	1	0	2	33.33	25.00	0.00	66.67
6-13 years	33	6	18	9	80.49	50.00	90.00	100.00
14-18 years	18	2	13	3	75.00	66.67	86.67	50.00
19-25 years	21	8	4	9	46.67	57.14	36.36	45.00
26-49 years	13	3	2	8	26.00	33.33	10.00	38.10
50+ years	5	1	0	4	12.50	25.00	0.00	22.22

TABLE 8

TABULATION OF RESIDENCY STATUS FOR FAMILIES BY RACE
AND FOR INDIVIDUALS BY RACE AND AGE

Residency Status

	Families				Percentages			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Lived at the Same Address a Year Ago	349	264	45	40	84.10	88.00	83.33	65.57
Lived in MNA a Year Ago	26	15	8	3	43.33	44.12	88.89	17.65

Count of Persons Who Lived at the Same Address a Year Ago by Race and Age

	Persons				Percentages			
	Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
4-5 Years	48	37	7	4	82.76	86.05	77.78	66.67
6-13 Years	240	196	28	16	87.27	88.29	82.35	84.21
14-18 Years	136	112	18	6	91.89	91.06	94.74	100.00
19-25 Years	127	96	15	16	66.49	78.69	65.22	34.78
26-49 Years	312	243	41	28	88.89	90.67	87.23	77.78
50+ Years	231	182	21	28	97.06	97.33	95.45	96.55

Count of Persons Who Lived in MNA a Year Ago by Race and Age

4-5 Years	6	4	2	0	60.00	66.67	100.00	0.00
6-13 Years	20	13	6	1	57.14	50.00	100.00	33.33
14-18 Years	8	7	1	0	66.67	63.64	100.00	0.00
19-25 Years	26	11	8	7	42.62	42.31	100.00	25.93
26-49 Years	21	12	5	4	60.00	54.55	83.33	57.14
50+ Years	2	1	1	0	40.00	25.00	100.00	0.00

TABLE 9

TABULATION OF BOOKS OR MATERIALS BORROWED
BY LIBRARY PATRONS
1972 Survey

Age	Count by Answer*				Percent by Answer			
	0	1	2	3	0	1	2	3
APL:								
4-5 Years	1	2	0	4	14.29	28.57	0.00	57.14
6-13 Years	17	9	16	22	26.56	14.06	25.00	34.38
14-18 Years	21	3	10	24	36.21	5.17	17.24	41.38
19-25 Years	14	9	9	26	24.14	15.52	15.52	44.83
26-49 Years	13	8	6	28	23.64	14.55	10.91	50.91
50+ Years	4	0	1	6	36.36	0.00	9.09	54.55
MNAL #1:								
4-5 Years	4	1	2	1	50.00	12.50	25.00	12.50
6-13 Years	35	28	18	51	26.52	21.21	13.64	38.64
14-18 Years	13	12	16	17	22.41	20.69	27.59	29.31
19-25 Years	9	3	2	11	36.00	12.00	8.00	44.00
26-49 Years	17	4	8	12	41.46	9.76	19.51	29.27
50+ Years	3	3	1	3	30.00	30.00	10.00	30.00
MNAL #2:								
4-5 Years	2	2	0	1	40.00	40.00	0.00	20.00
6-13 Years	26	6	9	19	43.33	10.00	15.00	31.67
14-18 Years	5	1	5	2	38.46	7.69	38.46	15.38
19-25 Years	1	0	0	3	25.00	0.00	0.00	75.00
26-49 Years	4	2	1	3	40.00	20.00	10.00	30.00
50+ Years	1	0	0	1	50.00	0.00	0.00	50.00

*Answer Codes: 0 = Not at all
1 = Less than $\frac{1}{2}$ the time
2 = About $\frac{1}{2}$ the time
3 = More than $\frac{1}{2}$ the time

TABLE 10

RANDOM PERSON QUESTIONNAIRE FOR BOOKVAN USE
(Question 1 Random Part)

	Total Persons	Number After Weighting				Percentages			
		Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Age 6-18 Years:									
It would be fairly easy to be there if it made a stop	69	338	295	36	7	88.71	89.67	100.00	43.75
It would be too much trouble to be there if it made a stop	6	29	20	0	9	7.61	6.08	0.00	56.25
Middle answer	0	0	0	0	0	0.00	0.00	0.00	0.00
Cannot answer for lack of information	4	14	14	0	0	3.67	4.26	0.00	0.00
It has a regular, reliable schedule	16	74	67	4	3	19.53	20.49	11.11	18.75
You don't know when or where it will come	58	289	244	32	13	76.25	74.62	88.89	81.25
Middle answer	1	4	4	0	0	1.06	1.22	0.00	0.00
Cannot answer for lack of information	3	12	12	0	0	3.17	3.67	0.00	0.00
Would expect it to have a good selection of books	67	328	276	36	16	87.00	84.92	100.00	100.00
Would expect it to have a bad selection of books	2	10	10	0	0	2.65	3.08	0.00	0.00
Middle answer	0	0	0	0	0	0.00	0.00	0.00	0.00
Cannot answer for lack of information	9	39	39	0	0	10.34	12.00	0.00	0.00
Age 19+ Years:									
It would be fairly easy to be there if it made a stop	211	537	384	79	74	68.06	68.33	71.17	63.79
It would be too much trouble to be there if it made a stop	89	212	152	24	36	26.87	27.05	21.62	31.03
Middle Answer	3	6	2	0	4	0.76	0.36	0.00	3.45
Cannot answer for lack of information	15	34	24	8	2	4.31	4.27	7.21	1.72
It has a regular, reliable schedule	37	98	57	25	16	12.52	10.25	22.52	13.79
You don't know when or where it will come	267	659	476	86	97	84.16	85.61	77.48	83.62
Middle answer	0	0	0	0	0	0.00	0.00	0.00	0.00
Cannot answer for lack of information	14	26	23	0	3	3.32	4.14	0.00	2.59
Would expect it to have a good selection of books	200	507	382	83	42	64.42	67.85	76.15	36.52
Would expect it to have a bad selection of books	18	54	16	4	34	6.86	2.84	3.67	29.57
Middle answer	8	18	17	0	1	2.29	3.02	0.00	0.87
Cannot answer for lack of information	91	208	148	22	38	26.43	26.29	20.18	33.04

TABLE 11

TABULATION OF FILM VIEWING BY AGE
MNAL 1 and 2

Age	Count by Answer*				Percent by Answer			
	0	1	2	3	0	1	2	3
MNAL #1:								
4-5 Years	3	0	1	4	37.50	0.00	12.50	50.00
6-13 Years	22	20	31	59	16.67	15.15	23.48	44.70
14-18 Years	19	9	8	21	33.33	15.79	14.04	36.84
19-25 Years	13	2	3	7	52.00	8.00	12.00	28.00
26-49 Years	31	5	2	4	73.81	11.90	4.76	9.52
50+ Years	9	0	0	1	90.00	0.00	0.00	10.00
MNAL #2:								
4-5 Years	4	0	1	0	80.00	0.00	20.00	0.00
6-13 Years	18	5	10	27	30.00	8.33	16.67	45.00
14-18 Years	8	1	1	3	61.54	7.69	7.69	23.08
19-25 Years	4	0	0	0	100.00	0.00	0.00	0.00
26-49 Years	8	1	0	1	80.00	10.00	0.00	10.00
50+ Years	2	0	0	0	100.00	0.00	0.00	0.00

*Answer Code: 0 = Not at all
1 = Less than $\frac{1}{2}$ the time
2 = About $\frac{1}{2}$ the time
3 = More than $\frac{1}{2}$ the time

TABLE 12

1972 Survey Questions

Question 2: If the Model Cities Bookvan Stopped Weekly Near Your Home and You Could Be Sure that It Would Be There Regularly, How Often Would You Use It?

Age	Total Persons	After Weighting*			Percentages*		
		0	1	2	0	1	2
Total:							
4-5 years	0	0	0	0	0.00	0.00	0.00
6-13 years	50	24	54	162	10.00	22.50	67.50
14-18 years	27	13	42	75	10.00	32.31	57.69
19-25 years	78	38	50	111	19.10	25.13	55.78
26-49 years	130	70	107	197	18.72	28.61	52.67
50+ years	111	95	44	77	43.98	20.37	35.65
Chicano:							
4-5 years	0	0	0	0	0.00	0.00	0.00
6-13 years	43	18	42	148	8.65	20.19	71.15
14-18 years	24	13	31	66	11.82	28.18	60.00
19-25 years	45	19	37	67	15.45	30.08	54.47
26-49 years	92	39	82	155	14.13	29.71	56.16
50+ years	80	63	33	67	38.65	20.25	41.10
Negro:							
4-5 years	0	0	0	0	0.00	0.00	0.00
6-13 years	3	0	12	4	0.00	75.00	25.00
14-18 years	3	0	11	9	0.00	55.00	45.00
19-25 years	11	11	5	8	45.83	20.83	33.33
26-49 years	23	23	19	24	34.85	28.79	36.36
50+ years	13	7	8	6	33.33	38.10	28.57
Other:							
4-5 years	0	0	0	0	0.00	0.00	0.00
6-13 years	4	6	0	10	37.50	0.00	62.50
14-18 years	0	0	0	0	0.00	0.00	0.00
19-25 years	22	8	8	36	15.38	15.38	69.23
26-49 years	15	8	6	18	25.00	18.75	56.25
50+ years	18	25	3	4	78.13	9.38	12.50

*Answer Code: 0 = probably not 1 = maybe sometimes (less than once a month) 2 = probably at least once a month

TABLE 12 Con't

Question 3: If the Model Cities Bookvan Showed Free Full-Length Movies for Both Children and Adults Every Summer Weekend in the Parks and You Knew What the Movies Would Be Beforehand, How Often Would You Go See Them?

Age	Total Persons	After Weighting*			Percentages*		
		0	1	2	0	1	2
Total:							
4-5 years	0	0	0	0	0.00	0.00	0.00
6-13 years	51	10	33	203	4.07	13.41	82.52
14-18 years	28	27	32	76	20.00	23.70	56.30
19-25 years	77	33	42	122	16.75	21.32	61.93
26-49 years	131	86	79	210	22.93	21.07	56.00
50+ years	111	70	42	104	32.41	19.44	48.15
Chicano:							
4-5 years	0	0	0	0	0.00	0.00	0.00
6-13 years	44	10	24	180	4.67	11.21	84.11
14-18 years	25	27	27	61	23.48	23.48	53.04
19-25 years	45	18	33	72	14.63	26.83	58.54
26-49 years	93	49	60	168	17.69	21.66	60.65
50+ years	80	47	30	86	28.83	18.40	52.76
Negro:							
4-5 years	0	0	0	0	0.00	0.00	0.00
6-13 years	3	0	3	13	0.00	18.75	81.25
14-18 years	3	0	5	15	0.00	25.00	75.00
19-25 years	11	11	1	12	45.83	4.17	50.00
26-49 years	23	26	12	28	39.39	18.18	42.42
50+ years	13	7	5	9	33.33	23.81	42.86
Other:							
4-5 years	0	0	0	0	0.00	0.00	0.00
6-13 years	4	0	6	10	0.00	37.50	62.50
14-18 years	0	0	0	0	0.00	0.00	0.00
19-25 years	21	4	8	38	8.00	16.00	76.00
26-49 years	15	11	7	14	34.38	21.88	43.75
50+ years	18	16	7	9	50.00	21.88	28.13

*Answer Code: 0 = probably not 1 = maybe sometimes (less than once a month) 2 = probably at least once a month

TABLE 12 Con't

Question 4: If the Model Cities Library Were to Place Paperback Books in the Community Centers, Bars, Beauty Shops, Barber Shops and Some Churches so that You Could Read Them There or Check Them Out, How Often Do You Think You Would Use Them?

Age	Total Persons	After Weighting*			Percentages*		
		0	1	2	0	1	2
Total:							
4-5 years	0	0	0	0	0.00	0.00	0.00
6-13 years	50	50	51	138	20.92	21.34	57.74
14-18 years	27	36	35	61	27.27	26.52	46.21
19-25 years	77	64	57	76	32.49	28.93	38.58
26-49 years	131	123	101	151	32.80	26.93	40.27
50+ years	110	91	63	59	42.72	29.58	27.70
Chicano:							
4-5 years	0	0	0	0	0.00	0.00	0.00
6-13 years	43	44	48	115	21.26	23.19	55.56
14-18 years	24	30	30	52	26.79	26.79	46.43
19-25 years	45	33	44	46	26.83	35.77	37.40
26-49 years	93	93	72	112	33.57	25.99	40.43
50+ years	79	61	45	54	38.12	28.13	33.75
Negro:							
4-5 years	0	0	0	0	0.00	0.00	0.00
6-13 years	3	0	3	13	0.00	18.75	81.25
14-18 years	3	6	5	9	30.00	25.00	45.00
19-25 years	11	12	5	7	50.00	20.83	29.17
26-49 years	23	24	15	27	36.36	22.73	40.91
50+ years	13	7	9	5	33.33	42.86	23.81
Other:							
4-5 years	0	0	0	0	0.00	0.00	0.00
6-13 years	4	6	0	10	37.50	0.00	62.50
14-18 years	0	0	0	0	0.00	0.00	0.00
19-25 years	21	19	8	23	38.00	16.00	46.00
26-49 years	15	6	14	12	18.75	43.75	37.50
50+ years	18	23	9	0	71.88	28.13	0.00

*Answer Code: 0 = probably not 1 = maybe sometimes (less than once a month) 2 = probably at least once a month

TABLE 12 Con't

Question 5: What Would Be Your Opinion If the Model Cities Library Closed?

Age	Total Persons	After Weighting				Percentages			
		Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
It Would Be a Good Savings of the Taxpayers Money:									
4-5 years	0	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	2	12	12	0	0	4.55	5.24	0.00	0.00
14-18 years	2	12	12	0	0	8.70	10.34	0.00	0.00
19-25 years	5	8	5	2	1	3.81	3.85	7.41	1.89
26-49 years	11	27	27	0	0	6.82	9.22	0.00	0.00
50+ years	8	14	11	0	3	6.48	6.75	0.00	9.38
It Would Not Matter Much:									
4-5 years	0	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	2	8	8	0	0	3.03	3.49	0.00	0.00
14-18 years	1	4	4	0	0	2.90	3.45	0.00	0.00
19-25 years	2	3	1	0	2	1.43	0.77	0.00	3.77
26-49 years	10	33	24	9	0	8.33	8.19	13.04	0.00
50+ years	9	21	17	0	4	9.72	10.43	0.00	12.50
It Would Be a Serious Loss To the Community:									
4-5 years	0	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	44	226	198	16	12	85.61	86.46	100.00	63.16
14-18 years	20	99	77	22	0	71.74	66.38	100.00	0.00
19-25 years	64	186	116	23	47	88.57	89.23	85.19	88.68
26-49 years	91	284	198	52	34	71.72	67.58	75.36	100.00
50+ years	74	152	121	12	19	70.37	74.23	57.14	59.38
Don't Know:									
4-5 years	0	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	3	18	11	0	7	6.82	4.80	0.00	36.84
14-18 years	4	23	23	0	0	16.67	19.83	0.00	0.00
19-25 years	7	13	8	2	3	6.19	6.15	7.41	5.66
26-49 years	19	52	44	8	0	13.13	15.02	11.59	0.00
50+ years	19	29	14	9	6	13.43	8.59	42.86	18.75

TABLE 13

Random Users Portion

Question 8: As You Know In Two Years the Main Albuquerque Public Library on Central is Going to Close and Move Downtown to Tijeras and 5th. When This Happens What Do You Think You Will Do?

Age	Total Persons	After Weighting				Percentages			
		Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Count of Users Who Would Continue to Use APL:									
4-5 years	0	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	18	15	10	2	3	25.42	19.61	100.00	50.00
14-18 years	18	27	26	1	0	62.79	61.90	100.00	0.00
19-25 years	30	23	11	0	12	37.70	39.29	0.00	52.17
26-49 years	29	32	18	3	11	62.75	56.25	50.00	84.62
50+ years	8	9	6	0	3	100.00	100.00	0.00	100.00
Count of Users Who Would Start to Use the Model Cities Library More:									
4-5 years	0	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	19	52	44	2	6	88.14	86.27	100.00	100.00
14-18 years	18	26	25	1	0	60.47	59.52	100.00	0.00
19-25 years	29	35	16	6	13	57.38	57.14	60.00	56.52
26-49 years	29	37	23	6	8	72.55	71.88	100.00	61.54
50+ years	7	4	3	0	1	44.44	50.00	0.00	33.33
Count of Users Who Would Start to Use Some Other Library Outside the Area More:									
4-5 years	0	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	20	5	2	0	3	8.47	3.92	0.00	50.00
14-18 years	18	1	1	0	0	2.33	2.38	0.00	0.00
19-25 years	33	20	6	0	14	32.79	21.43	0.00	60.87
26-49 years	28	11	6	0	5	21.57	18.75	0.00	38.46
50+ years	8	2	2	0	0	22.22	33.33	0.00	0.00
Count of Users Who Would Start to Use the School Library More:									
4-5 years	0	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	20	44	39	2	3	74.58	76.47	100.00	50.00
14-18 years	18	21	20	1	0	48.84	47.62	100.00	0.00
19-25 years	31	7	1	5	1	11.48	3.57	50.00	4.35
26-49 years	29	10	4	4	2	19.61	12.50	66.67	15.38
50+ years	8	1	1	0	0	11.11	16.67	0.00	0.00

TABLE 12 Con't

Question 6: What Would Be Your Opinion If Both the Model Cities Library Closed and the Albuquerque Public Library Were Moved to Its Planned New Building on 5th and Tijeras?

Age	Total Persons	After Weighting				Percentages			
		Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
It Would Be A Good Savings of the Taxpayers Money:									
4-5 years	0	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	3	23	23	0	0	8.88	10.27	0.00	0.00
14-18 years	2	12	12	0	0	9.02	10.81	0.00	0.00
19-25 years	4	6	4	2	0	2.86	3.08	7.41	0.00
26-49 years	10	32	26	4	2	8.08	8.87	5.80	5.88
50+ years	3	5	4	0	1	2.34	2.48	0.00	3.13
It Would Not Matter Much:									
4-5 years	0	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	2	11	11	0	0	4.25	4.91	0.00	0.00
14-18 years	2	9	9	0	0	6.77	8.11	0.00	0.00
19-25 years	9	17	11	2	4	8.10	8.46	7.41	7.55
26-49 years	17	50	34	9	7	12.63	11.60	13.04	20.59
50+ years	11	24	17	1	6	11.21	10.56	4.76	18.75
It Would Be A Serious Loss to the Community:									
4-5 years	0	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	42	211	183	16	12	81.47	81.70	100.00	63.16
14-18 years	20	101	79	22	0	75.94	71.17	100.00	0.00
19-25 years	58	173	104	23	46	82.38	80.00	85.19	86.79
26-49 years	90	284	212	47	25	71.72	72.35	68.12	73.53
50+ years	80	157	123	15	19	73.36	76.40	71.43	59.38
Don't Know:									
4-5 years	0	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	3	14	7	0	7	5.41	3.13	0.00	36.84
14-18 years	2	11	11	0	0	8.27	9.91	0.00	0.00
19-25 years	7	14	11	0	3	6.67	8.46	0.00	5.66
26-49 years	14	30	21	9	0	7.58	7.17	13.04	0.00
50+ years	15	28	17	5	6	13.08	10.56	23.81	18.75

TABLE 13 Con't

Question 9 Part I: If in Two Years, When the Main Albuquerque Library on Central Moves to Tijeras and 5th, the Model Cities Library Also Closes, Which of the Following Would You Do?

Age	Total Persons	After Weighting				Percentages			
		Total	Chicano	Negro	Other	Total	Chicano	Negro	Other
Count of Users Who Would Use APL at Its New Location:									
4-5 years	0	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	20	33	25	2	6	55.93	49.02	100.00	100.00
14-18 years	20	37	36	1	0	86.05	85.71	100.00	0.00
19-25 years	33	42	23	5	14	68.85	82.14	50.00	60.87
26-49 years	29	39	28	0	11	76.47	87.50	0.00	84.62
50+ years	8	9	6	0	3	100.00	100.00	0.00	100.00
Count of Users Who Would Start to Use Some Other Library Outside the Area More:									
4-5 years	0	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	20	8	5	0	3	13.56	9.80	0.00	50.00
14-18 years	21	13	13	0	0	30.23	30.95	0.00	0.00
19-25 years	34	23	11	0	12	37.70	39.29	0.00	52.17
26-49 years	29	11	4	2	5	21.57	12.50	33.33	38.46
50+ years	8	1	1	0	0	11.11	16.67	0.00	0.00
Count of Users Who Would Use the School Library More:									
4-5 years	0	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	20	46	41	2	3	77.97	80.39	100.00	50.00
14-18 years	21	23	22	1	0	53.49	52.38	100.00	0.00
19-25 years	34	9	6	0	3	14.75	21.43	0.00	13.04
26-49 years	29	13	6	4	3	25.49	18.75	66.67	23.08
50+ years	8	0	0	0	0	0.00	0.00	0.00	0.00

TABLE 14

Library Use Rate

Age	Total Persons	After Weighting: More Than Now	About The Same Rate	Less Than Now	Not Use Libraries	Percentages: More Than Now	About The Same Rate	Less Than Now	Not Use Libraries
Respondents to Question 8*:									
4-5 years	0	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	20	11	42	6	0	18.64	71.19	10.17	0.00
14-18 years	18	5	28	2	0	14.29	80.00	5.71	0.00
19-25 years	32	7	20	23	4	12.96	37.04	42.59	7.41
26-49 years	29	1	42	8	0	1.96	82.35	15.69	0.00
50+ years	8	0	9	0	0	0.00	100.00	0.00	0.00
Respondents to Question 9**:									
4-5 years	0	0	0	0	0	0.00	0.00	0.00	0.00
6-13 years	20	7	40	12	0	11.86	67.80	20.34	0.00
14-18 years	21	6	31	6	0	13.95	72.09	13.95	0.00
19-25 years	32	9	21	20	5	16.36	38.18	36.36	0.00
26-49 years	29	3	37	10	1	5.88	72.55	19.61	0.00
50+ years	8	0	9	0	0	0.00	100.00	0.00	0.00

*Question 8: As you know, in two years the main Albuquerque Public Library on Central is going to close and move downtown to Tijeras and 5th. When this happens what do you think you will do?

**Question 9: If in two years, when the main Albuquerque Library on Central moves to Tijeras and 5th, the Model Cities Library also closes, which of the following would you do?

TABLE 15
Question 9: Tabulation of Nonusers Portion of Survey

	Weighted Total Responding	Percent. Responding	Didn't Know Where MCL Was	Percent. Who Didn't Know	Didn't Know MCL Had Films or Movies	Percent. Who Didn't Know	Didn't Know Where MCL Was or That It Had Films	Percent. Who Didn't Know
4-5 Years	0	0.00	0	0.00	0	0.00	0	0.00
6-13 Years	36	100.00	12	33.33	19	52.78	19	52.78
14-18 Years	28	93.33	7	25.00	20	71.43	20	71.43
19-25 Years	117	100.00	35	29.91	82	70.09	88	75.21
26-46 Years	251	98.05	60	23.90	135	53.78	149	59.36
50+ Years	208	98.58	97	46.63	152	73.08	162	77.88
Total	640		211	33.00	408	63.80	438	68.40